

THE BOARD OF FOREIGN SCHOLARSHIPS

TWENTY-THIRD ANNUAL REPORT
OF THE BOARD OF FOREIGN SCHOLARSHIPS

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THE FULBRIGHT PROGRAM 1946-1986

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In this 23rd annual report to Congress and the public, the Board of Foreign Scholarships looks back at the accomplishments not of one year or two, but of forty. During 1986, the Fulbright Program's 40th anniversary year, there were many occasions to reflect on the program, not just as it is now but how it evolved to its present form; not just on its extraordinary success but on some of the reasons for this success. The usual annual report of the Board of Foreign Scholarships, the statutory body charged with broad supervision of the program, has been expanded to include some of these reflections.

This report begins by looking at the legislative underpinnings of the Fulbright Program, which is both a vehicle for scholarly exchange and an integral part of America's relations with more than 120 other nations. From there we examine several of the unique features that made this program one of the most distinguished and influential in the postwar world. We offer an assessment of the achievements of the Fulbright Program and an overview of how it looks on its 40th birthday. Finally, we report on the events of 1985-86—the anniversary celebrations, other activities of the Board, and, of course, the exchange of scholars, students and teachers that is the core of our work.

In the following pages, then, can be found answers to many of the often-asked questions about the Fulbright Program. The Board hopes that this report may also give those who have been connected with some aspect of this worldwide program a sense of the ongoing enterprise as a whole. These include men and women in Congress, the executive branch, and every part of academic life in America and abroad. To the broader American public, to whom the Board is ultimately responsible, this report reaffirms that the Fulbright Program continues to represent American generosity and openness at their best, as it has since its inception. It is an idea in which we can all take pride, one we must all continue to support.



James B. Meriwether
Chairman
Board of Foreign Scholarships



THE LAWS BEHIND THE PROGRAM

Early Problems

It was one thing to have the Act on the books, quite another to put the program into operation. There were delays in negotiating executive agreements with other governments to set aside funds for the exchanges. It was more than a year before the first agreement—with China—was concluded, and after two years only three more—with Burma, the Philippines and Greece—had been added.

These delays seemed excessive at the time to Senator Fulbright and to Secretary of State Dean Acheson, who sent a memorandum to his major officers in April 1947, urging them to "devote all the resources at your command to the speediest possible initiation of operations." There were technical and bureaucratic problems involving the Treasury, Bureau of the Budget, the Department of Justice, and the General Accounting Office—as well as rival claimants within State, who wished to use the funds for building and renovating embassies abroad.

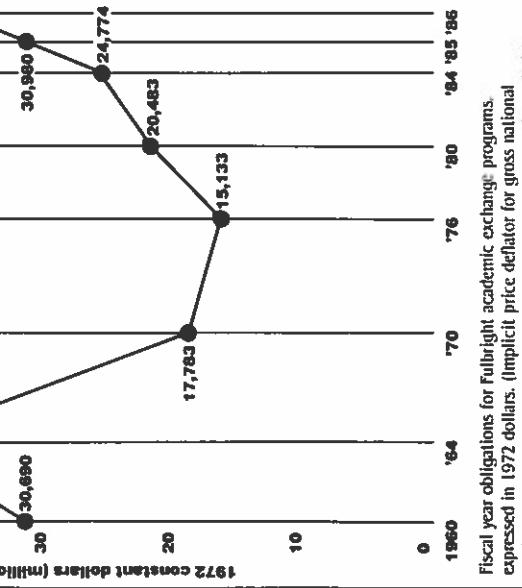
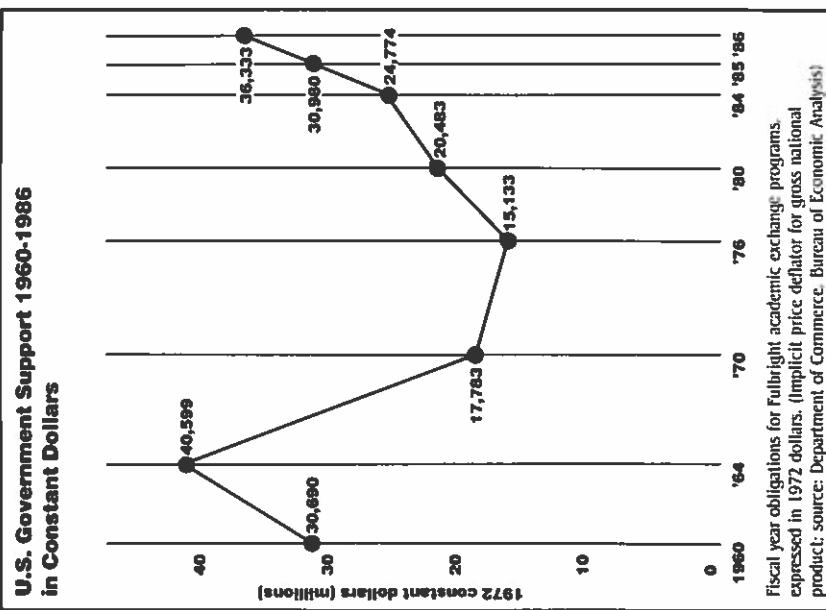
But the most serious problem was lack of dollars. The Act allowed only for utilizing nonconvertible foreign currencies. It authorized payment of all expenses for Americans going overseas and for foreign nationals attending American institutions of higher learning abroad or traveling

to America. But to insure full two-way exchanges, dollars had to be found to pay the stateside costs of foreign nationals as well as those of the selection process within America. At that time, congressional appropriations could be sought only for exchanges with Latin America under a program of educational exchanges begun in 1939, which provided some useful lessons for the Fulbright program but no prospects at that point for a program funded by surplus property sales.

The answer temporarily was found by turning to the private sector. American universities were asked to award fellowships, assistantships, and visiting lectureships to selected foreign applicants. Meanwhile, the Carnegie Corporation and Rockefeller Foundation agreed to defray the costs of cooperating agencies for the first six months so that the program could get underway. There thus was initiated the symbiotic relationship between private American institutions and the U.S. Government that has characterized the Fulbright Program up to the present day and has been so rewarding to both parties.

A solution to the dollar problem came, however, with the passage in 1948 of the next landmark legislation—the U.S. Information and Educational Exchange Act. This law

Forty years ago an action by the Congress of the United States led to one of the most enlightened initiatives undertaken by this country in its relations with other nations of the world. On that date, August 1, 1946, legislation best known as the Fulbright Act—from the name of its sponsor, J. William Fulbright, then a freshman Senator from Arkansas—was passed. Now, 40 years later, this program of binational educational links with 120 countries has produced a unique system of administration and an international network of intellectual cooperation based on academic exchange. More than 162,000 leaders in government, the information media, the arts, and the academic community from all over the world have shared the experience of being "Fulbrighters." The benefits to our educational and public



life as well as our foreign relations are as difficult to question as they are to measure.

The Act's title was disarmingly simple—"...to amend the Surplus Property Act of 1944 to designate the

Department of State as the disposal agency for surplus property outside the United States, its Territories and possessions, and for other purposes." The "other purposes" consisted of an ingenious marriage of necessity and idealism. There was the necessity of divesting ourselves by

the sale abroad of surplus war properties for nonconvertible currencies rather than scarce dollars. The idealism involved using a portion of the proceeds to enable Americans to learn and understand more about other countries, and the citizens of those countries to learn and understand more about us.



On August 1, 1946, President Harry Truman signed the Fulbright Act into law. Senator J. William Fulbright and William Benton, State Department Chief of Cultural Affairs, look on.

extended to the rest of the world the broad authority (including appropriating funds) for conducting educational exchanges previously granted only for Latin America. Also known as the Smith-Mundt Act (for Senator H. Alexander Smith of New Jersey and Representative Karl Mundt of South Dakota, who joined in sponsoring it), it also made possible a worldwide information program. These two programs were authorized in the same law undoubtedly because they were at that time administered together within the State Department.

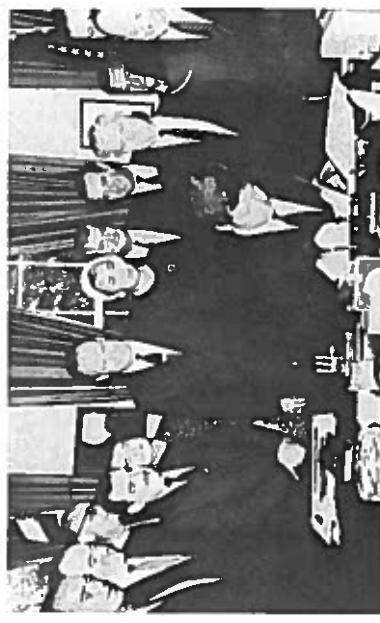
The State Department could now seek appropriations to pay contractual costs and some dollar expenses of foreign grantees, as well as to carry out exchanges in countries with minimal surplus property sales. The academic exchange program was in business. The first participants — 47 Americans and 36 foreign nationals in exchanges with China, Burma, and the Philippines — started their travel in the fall of 1948. The very first American chosen was Derek Bodde, a well-known specialist in Chinese affairs at the University of Pennsylvania. (Among the staff at the time he was known as "the first 'Bodde' to travel under the Fulbright Program.") The pace of binational negotiations soon quickened. Within a year agreements had been signed with New Zealand, the United Kingdom, Belgium (including Luxembourg), France, Italy, the Netherlands, and Norway. Participants — now 823 Americans and 967 from abroad — were selected from and to these countries as well in 1949-50. The momentum continued, and 17 additional countries signed agreements before December 1952. For the academic year 1952-53 the number of Americans had grown to 1,253 and the number of foreign nationals, to 2,210, under binational programs.

The formula, then precedent-setting but now widely acclaimed, of using funds owed the United States for these constructive purposes was applied again and again. For example, in June 1952, Congress accepted an amendment to the Mutual Security Act, proposed by Senator Fulbright, that made accessible for educational exchange counterpart funds resulting from the Economic Cooperation Act (Marshall Plan) as proceeds accruing from the settlement of World War II lend-lease agreements. The most important source of foreign currencies for continuing and broadening academic exchange, however, resulted from a provision in 1954 for using funds from the sale of surplus agricultural commodities abroad. This resource proved a windfall for the program, permitting it to continue in some countries where surplus property proceeds were exhausted, and to be extended to additional countries, including eight in an area where heretofore there had been no binational agreements — Latin America.



Wayne Hays of Ohio, in the House), this law still remains the basic charter for all U.S. Government-sponsored educational and cultural exchanges. It is the most comprehensive of all the congressional actions, consolidating all previous laws, retaining the principal characteristics of the program as it had developed, and adding new features that strengthened its authorization for supporting American studies abroad and promoting modern foreign language and area studies in schools and colleges in the United States.

The stated purpose of the Act is often cited, for it summarizes well the broad goals of the Fulbright Program: "...to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations, and the contributions being made toward a peaceful and more fruitful life for people throughout the world; to promote international cooperation for educational and cultural advancement; and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and the other countries of the world."



President John F. Kennedy signs the Mutual Educational and Cultural Exchange (Fulbright-Hays) Act, as representatives from Congress and the State Department look on. Senator Fulbright is at left; Representative Wayne Hays is sixth from left.

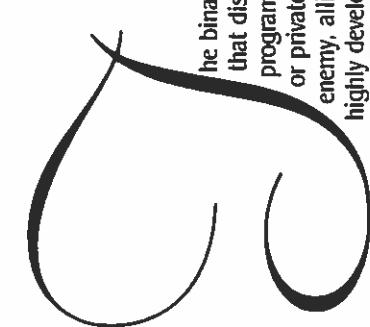
The practical results of the new law included bringing most of the exchange programs of the Act under the administration of an Assistant Secretary of State for Educational and Cultural Affairs, in the State Department. In 1978, responsibility for these programs was transferred to the United States Information Agency, where it remains today.

These various governmental acts were vital to the creation and form of the program, but do not really explain its success. For a clearer idea of why this particular exchange program has achieved such wide renown over 40 years, we must turn to other factors.

Fulbright-Hays Act

The final legislative underpinnings of academic exchange came with the Mutual Educational and Cultural Exchange Act of 1961. Also known as the Fulbright-Hays Act (Senator Fulbright introduced it in the Senate and Representative

THE BINATIONAL APPROACH



The binational approach is the hallmark that distinguishes this academic exchange program from most others, either public or private. It has been effective with former enemy, allied and neutral nations, with highly developed countries and those only part way up the ladder of advancement; with authoritarian regimes of the right and left, as well as democratic ones.

Like other elements of the program, the binational approach developed partly by design, partly fortuitously. It began with two provisions of the original Fulbright Act: one authorizing the Secretary of State "to enter into an executive agreement or agreements with any foreign government" for the use of currencies derived from sales for educational exchanges, the other prescribing financing of these exchanges "by the formation of foundations or otherwise."

An executive agreement was necessary because the sales of surplus property in general were normally made to other governments and the terms of the sales—for example, payment in nondollar currencies at agreed rates—had to be agreed upon. The effect was "binational"—the launching of a program with the formal blessing of a local government as well as that of the United States.

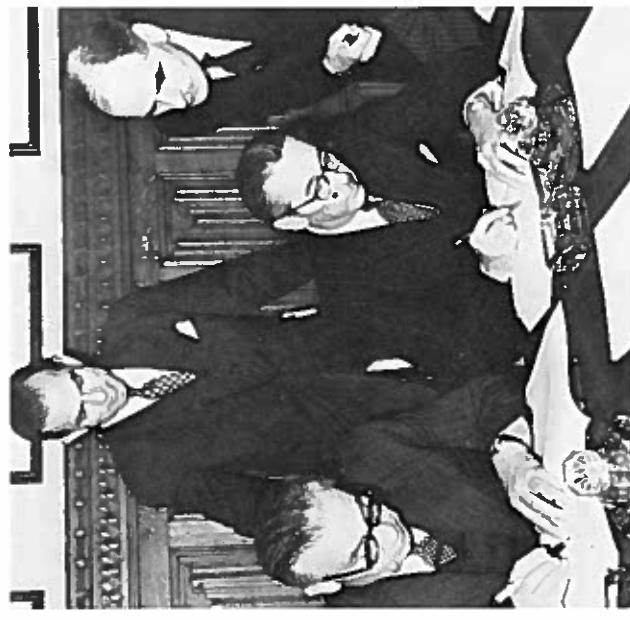
The origin of what became known as "binational foundations" or "binational commissions" was more complex. "Foundations or otherwise" was sufficiently vague to allow the State Department flexibility in determining the means for carrying out the program. Some institution or agency obviously had to receive and disburse the nonconvertible foreign currencies and also provide a local base with the country concerned for the two-way exchange.

The decision to organize such an agency along binational lines stemmed largely from American experiments with binationalism in its prior program in Latin America. Under the Coordinator for Inter-American Affairs the concept had been developed of a jointly planned, financed, and administered service, usually for health, education, or agriculture, and of a semi-autonomous status within the appropriate ministry of the host government. Cultural centers or institutes, established largely for the purpose of teaching English, were operated (and in many cases continue to exist) under binational boards of directors. "Selection committees," composed mainly of nationals of the particular country, conducted the competitions for awards for study in the United States. Latin America had thus been a proving ground for the binational approach, and it was reasoned that the concept should be extended to the new academic exchange program.

Binational Commission Organization and Responsibilities

In the first countries with which agreements were concluded, these agencies were usually titled "United States Educational Foundation in [name of country]." With the passage of time, the title in some countries came to reflect more nearly the binational character of the agency, with names like the Malaysian-American Commission on Educational Exchange, or the Commission for Educational Exchange between the United States of America and Sweden.

The new binational commissions came to consist of 6 to 14 members, half Americans and half citizens of the other country. The U.S. Ambassador was often designated "honorary chairman," often joined in that capacity by a cabinet minister in the host country. As it has evolved, American membership usually includes representation from the embassy—usually one or two officers from the USIS section—and private Americans resident in the community, such as teachers, businessmen, journalists or foundation executives. Foreign membership usually includes high-level



The educational exchange agreement between the United Kingdom and the United States is signed in September 1948. Left to right are U.K. Foreign Minister Ernest Bevin, Senator Fulbright, and U.S. Charge d'Affaires Don Bliss.

representation from the Ministries of Education and Foreign Affairs and university professors and administrators.

Commission members usually meet four times a year. They are supported by a staff, headed by an executive secretary or executive director, who is most closely involved in the day-to-day relationships with scholars, university officials, and government officials. Staff responsibilities have grown over time to include: receipt and disbursement on allotment from the American Embassy, of foreign currencies acquired through surplus property sales or, later, other sources; submission of an annual program plan; conducting annual local competitions and recommending candidates for awards; certifying the acceptability of the Americans nominated; arranging institutional affiliations and local hospitality for them; sponsoring seminars and workshops in such fields as American Studies; arranging orientation courses for foreign and American participants;



The headquarters of the U.S. Educational Foundation in India is formally named Fulbright House at a ceremony in November 1965, presided over by Dr. Zakir Husain, Indian Vice President.

providing counselling on study in the United States for students not on Fulbright grants; encouraging and supporting alumni organizations for returned Fulbrighters.

The United States thus decided that it would carry out this program with—to adapt the phrase from one of our great historical documents—"decent respect" for the opinions of others. The program would best serve the mutual interests of ourselves and the other countries by giving them an important voice in program plans, decisions, and administration. So although the U.S. Government was the official source of funds, and might have operated the program unilaterally, control was shared from the beginning. Largely as a result, the program received an almost immediate acceptability and recognition abroad that it has never lost.

Partnership in Financing the Program

The most significant result of the binational approach has undoubtedly been the willingness of many governments to join with the United States in financing the academic exchange program. The opportunity for such participation was opened by the Fulbright-Hays Act in 1961, which authorized the President "to seek the agreement of the other governments concerned to cooperate and assist, including making use of funds placed in special accounts...in furtherance of the purposes of the Act..."

BINATIONAL COMMISSION EDUCATIONAL EXCHANGE AGREEMENTS

Between the United States and other countries ¹		Date signed
Country		
Afghanistan (inactive)		August 20, 1963
Argentina		November 5, 1956
Australia		November 26, 1949
Austria		June 6, 1950
Belgium and Luxembourg		October 8, 1948
Brazil		November 5, 1957
Burma (inactive)		December 22, 1947
Chile		March 31, 1955
Colombia		January 9, 1957
Cyprus		January 18, 1962
Denmark		August 23, 1951
Ecuador		October 31, 1956
Egypt		November 3, 1949
Ethiopia (inactive)		December 6, 1961
Finland		July 2, 1952
France		October 22, 1948
Germany		July 18, 1952
Ghana (inactive)		January 24, 1962
Greece		April 23, 1948
Iceland		February 23, 1957
India		February 2, 1950
Iran (inactive)		September 1, 1949
Iraq (inactive)		August 16, 1957
Ireland ²		March 16, 1957
Israel		July 26, 1956
Italy		December 18, 1948
Japan		August 28, 1951
Korea		April 28, 1950
Liberia		May 8, 1964
Malaysia		January 28, 1963
Morocco		February 12, 1982
Nepal		June 9, 1961
Netherlands		May 17, 1949
New Zealand		September 14, 1948
Norway		May 25, 1949
Pakistan		September 23, 1950
Paraguay (inactive)		April 4, 1957
Peru		May 3, 1956
Philippines		March 23, 1948
Portugal		March 19, 1960
South Africa (inactive)		March 26, 1952
Spain		October 16, 1958
Sri Lanka		November 17, 1952
Sweden		November 20, 1952
Thailand		July 1, 1950
Tunisia (inactive)		November 18, 1963
Turkey		December 27, 1949
United Kingdom		September 22, 1948
Uruguay		July 22, 1950
Yugoslavia		November 9, 1964
Taiwan ³		April 23, 1964

¹Under the Fulbright Act (Public Law 80-584) of 1946, and the Fulbright-Hays Act (Public Law 87-256) of 1961.

²An agreement providing for use of funds in counterpart special account to finance educational exchanges, was signed Mar. 16, 1957, preceding the authority for cost sharing agreements under Public Law 87-256.

³On Jan. 1, 1979, the United States recognized the Government of the People's Republic of China as the sole legal government of China. Within this context, the people of the United States maintain cultural, commercial and other unofficial relations with the people of Taiwan.

To be sure, other countries had previously cooperated financially with the Fulbright Program to an extent that has generally been overlooked. They had helped finance seminars and conferences, supplemented travel grants to their citizens, and continued the salaries of senior grantees.

THE FOCUS ON ACADEMIC MERIT



In December 1979, Ambassador Mike Mansfield and Japanese Foreign Minister Saburo Okita toast the exchange of letters calling for equal cost sharing of the Fulbright Program in Japan.

Even in areas normally thought of as "poor," some host governments still provide housing, educational allowances, in some instances international travel for dependents, and perhaps part of the grantees' allowances.

Yet all these important contributions differ in kind as well as degree from the cost-sharing arrangements agreed to since 1961. As of this writing 30 governments have signified through renegotiated agreements or equivalent arrangements their willingness to join in financing this academic exchange program.

More recently, commissions have turned successfully to private sector sources of funding. In Spain, the commission has attracted support not only from four separate government ministries, but also from banking consortia that provide about 25 grants a year. In Japan, Fulbright alumni have set up a tax-exempt foundation to institutionalize fundraising efforts begun in 1982. Since then, about \$2 million has been given by individual alumni and Japanese and American corporations, money which is earmarked for grants to Americans in professional fields that will have a direct impact on the amelioration of U.S.-Japan economic frictions.

The readiness of other parties to make such contributions surely has few precedents. The willingness of other legislatures, particularly in countries where financial problems are severe, to vote the funds necessary to

Countries That Share Costs of Exchanges	FY 1986 Contribution	FY 1987 Contribution (estimate)
Australia	Foreign Govt 84,000	U.S. Govt 498,003
Austria	250,000	266,474
Belgium/Luxembourg	252,130	329,606
Brazil	453,912	1,224,175
Colombia	16,000	762,676
Cyprus	5,000	307,763
Denmark	15,257	220,677
Ecuador	16,865	447,243
Finland	120,000	142,472
France	350,769	846,646
Germany, Fed. Rep.	3,454,545	1,771,470
Iceland	13,450	164,405
India	16,000	1,099,284
Ireland	85,732	121,719
Israel	50,748	815,553
Italy	257,142	1,175,410
Japan	2,029,355	1,431,202
Korea	315,111	639,489
Malaysia	77,946	565,179
Morocco	174,157	250,000
Netherlands	288,788	392,754
New Zealand	99,019	341,217
Norway	93,714	276,535
Philippines	20,599	684,423
Portugal	60,000	324,437
Spain	89,075	480,978
Sweden	186,607	236,895
Turkey	109,700	1,119,151
United Kingdom	450,759	904,836
Yugoslavia	45,503	1,400,422
Total	\$ 4,611,883	19,321,294
		9,282,522
		21,032,811

All figures in dollars
Source: Bureau of Educational and Cultural Affairs, U.S. Information Agency.

implement such agreements is particularly gratifying. This demonstrated willingness to share the costs of a program identified with the U.S. Government validates the far-sightedness of those responsible for promoting the binational approach.

The bill progressed through hearings to final passage, however, two points were made about political dangers that undoubtedly impressed its sponsor: (1) that domestic politics might influence the selections especially of American participants; and (2) that short-term foreign policy goals might come to determine the character of the program. When the Senator testified for his proposal before the House Committee on Expenditures in Executive Departments, he was ready with an amendment providing for a 10-member, Presidentially appointed Board of Foreign Scholarships "for the purpose for selecting students and educational institutions qualified to participate in [the] program, and to supervise the exchange program authorized...." Under the Fulbright-Hays Act in 1961, the Board's membership was increased to 12, and its selection and supervisory authority was extended to cover all academic exchanges, not just those conducted under binational agreements.

The Board of Foreign Scholarships is an unusual institution in this government and perhaps in any other. When first created, it was largely unprecedented for a group of distinguished representatives from the professions (still serving in full-time jobs elsewhere) to be appointed by the President of the United States and empowered by law with final responsibility not merely to recommend but to select

persons and institutions to participate in the program authorized.

In the second responsibility bestowed upon it—to "supervise" this activity—the Board remains unique. A number of public groups are now responsible for government programs, and a profusion of "advisory" committees and commissions are scattered throughout government; but so far as is known, no other part-time group of persons largely from private life has been endowed with supervisory authority over a public program in the international sphere. The Board's close continuing links with the semi-autonomous binational groups abroad, established by the participating governments to assist and collaborate jointly in this activity, further enhance this aspect of the Board's role.

Facing the urgent need to determine how the Board's responsibility for selection should be carried out, the Board pledged at its first meeting in July 1947 that "in all aspects of the program the highest standards be developed and maintained...the individuals to benefit will be of the highest caliber, persons who demonstrate outstanding scholastic and professional ability and whose personalities and characters will contribute to the furtherance of the objectives of the program."

At its second meeting three months later, the Board specified that all persons receiving grants "must be acceptable to the host country and to the institution in connection with which they propose to pursue their projects." This precaution was necessary "so that we would not seem to be imposing individuals on any one country"; and "consideration should be given to whether a candidate is temperamentally suited" to promote international understanding as well.

In other early rulings, the Board disposed of such questions as the weight to be given financial need in selection (it "should be a secondary consideration," at no time a requirement); the educational level at which students might apply (graduate status for Americans and for most foreign students); the criteria to govern the selection of participating institutions ("as broad an interpretation as possible"); and the geographical distribution of participants (it would be "a factor...but secondary to the choice of the best qualified candidates").

In most of these decisions, the emphasis was on the individual student and scholar, selected on a merit basis after an "open," national competition. As the Board announced publicly, "awards will not be made to projects or institutions, as such." (continued, page 12)

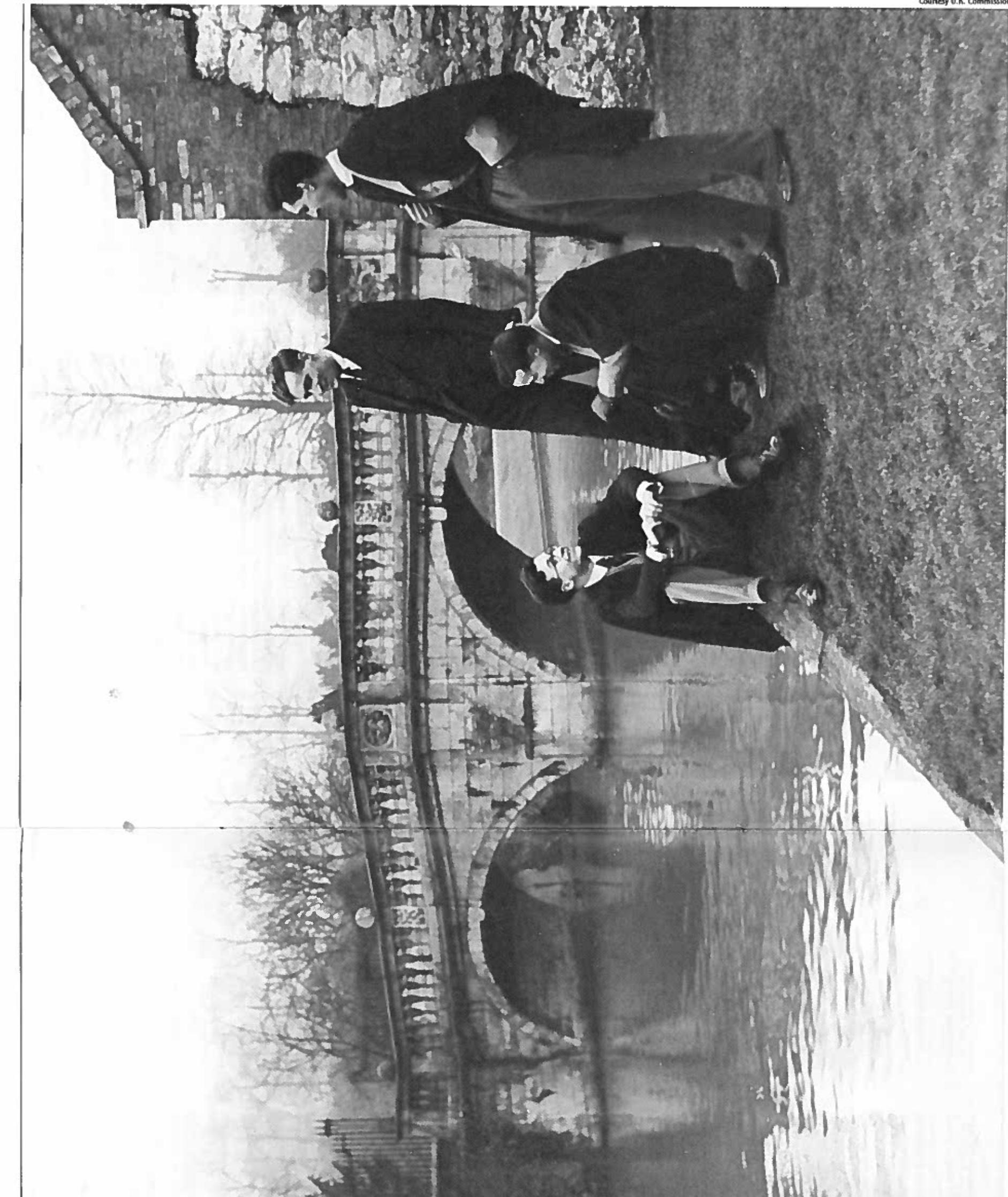


Members of the first Board of Foreign Scholarships meet in March 1950. Left to right, Martin R. P. McGuire, Helen White, four non-members including Senator Fulbright, Francis T. Spaulding, John N. Andrews, Sarah G. Blanding, Charles Johnson, Walter Johnson, Earl J. McGrath.

MEMBERS OF THE BOARD OF FOREIGN SCHOLARSHIPS 1946-1986

Member	Occupation ¹	Term ²	Member	Occupation ¹	Term ²	Member	Occupation ¹	Term ²
Sarah G. Blanding <i>(Chairman 1950-53)</i>	President, Vassar College Administrator of Veterans Affairs	1947-51	Oscar Handlin <i>(Chairman, 1945-66)</i>	Professor of History, Harvard University	1962-67	William R. Kintner	Professor of Political Science, University of Pennsylvania, Director of Foreign Policy Research Institute, Philadelphia, Pennsylvania	1978-81
Ornar N. Bradley	Administrator of Veterans Affairs	1947	A. Wesley Roehm	Chairman, Department of History, Oak Park & River Forest High School, Illinois	1962-66		Professor of History, University of Chicago	
Laurence Duggan	President, Institute of International Education	1947-48		President, National Merit Scholarship Corporation, Evanston, Illinois	1962-67	James H. Billington <i>(Chairman, 1971-73)</i>	Professor of History, Princeton University	1978-80
Charles Johnson	President, Fisk University	1947-54	John M. Stainaker <i>(Chairman, 1962-65)</i>	Program Associate, The Ford Foundation, New York	1962-64	Elbert B. Smith	Associate Director, Domestic Policy Staff, White House	1978-81
Walter Johnson	Professor of History, University of Chicago	1947-54	Lane Dwinell	Professor of Law, Southern Methodist University	1980-82	Alfred L. Stern	Vice Chairman and Director, Aloha Airlines Inc., Honolulu, Hawaii	1980-82
Ernest O. Lawrence	Professor of Physics, University of California, Berkeley	1947-49	Francis X. Sutton	Professor of Physics, University of California, Berkeley	1963-66	Beverly May Carl	Professor of Law, San Francisco, California	1980-82
Martin R.P. McGuire	Dean, Graduate School of Arts and Sciences, and Professor of Greek and Latin, Catholic University	1947-53	Robert B. Brode	U.S. Commissioner of Education	1963-67	Kenneth F.C. Char	National Bank of Lebanon, Lebanon, New Hampshire	1980-83
Francis Spaulding <i>(Chairman, 1947-50)</i>	Commissioner of Education, New York	1947-50	Francis Keppel	Director, Far Eastern and Russian Institute, University of Washington	1963-70	Samuel R. Spencer Jr. <i>(Chairman, 1962-63)</i>	President, Davidson College	1980-83
John W. Studebaker	U.S. Commissioner of Education	1947-48	A. Curtis Wilgus	Director, School of Inter-American Studies, University of Florida	1963-66	Mario A. Angiada	Executive Director, Aspira of America Inc., New York City	1980-84
Helen White <i>(Chairman 1950)</i>	Professor of English, University of Wisconsin	1947-54	George E. Taylor	President, Arizona State University	1964-66	H. Brandt Ayers	Publisher, <i>The Anniston Star</i> , Anniston, Alabama	1980-84
John N. Andrews	Personal Representative of the Administrator, University of Arkansas	1948-66	G. Homer Durham	President, John Burroughs School, St. Louis, Missouri	1966-67	Adelaide Gulliver	Director, Afro-American Studies Program, Boston University	1980-84
Lewis W. Jones	President, University of Arkansas	1949-52	William G. Craig	Administrator of Veterans Affairs, Washington, DC	1966	Harrison Salisbury	Writer and Journalist, New York City	1980-84
Earl J. McGrath	U.S. Commissioner of Education	1949-53	William J. Driver	Professor of Education, University of Hawaii	1966-70	Gerhart Niemeyer <i>(Chairman, 1963-64)</i>	Professor of Government (Emeritus), Notre Dame University	1981-84
James W. Edgar³	State Superintendent of Public Instruction, Texas	1951	Teruo Ibara	Consultant to the President, University of Pennsylvania	1966-69	Jeffrey B. Gaynor	President, Intercollegiate Studies Institute, Inc., Bryn Mawr, Pennsylvania	1981-84
Margaret Clapp	President, Wellesley College	1951-55	Fredrick B. Pike	Professor of Latin American History, University of Pennsylvania	1966-69	E. Victor Millone	President, The Heritage Foundation, Washington, DC	1981-84
Frederick Hovde <i>(Chairman, 1953-55)</i>	President, Purdue University	1951-55	Brooks Mays	Consultant to the President, University of Texas	1966-73	Duncan Wimpres, Jr.	President, Trinity University, Austin, Texas	1982-84
Samuel M. Brownell	U.S. Commissioner of Education	1953-57	James R. Roach <i>(Chairman, 1969-71)</i>	Professor of Government, University of Texas	1966-69	Melvin E. Bradford	Professor of English, University of Dallas	1982-86
Francis S. Smyth	Dean and Professor of Pediatrics, School of Medicine, University of California Medical Center, San Francisco	1953-56	Edward E. Bocher	Chairman, McGraw-Hill Book Company	1966-69	Marvin G. Kelfer	President and Chairman of the Board, Travis Savings and Loan Association, San Antonio, Texas	1982-86
Philip H. Wilkie	Attorney at Law, Rushville, Indiana	1953-58	Lloyd N. Hand	Attorney at Law, Beverly Hills, California	1966-69	James B. Mariwether <i>(Chairman, 1964-65)</i>	Professor of English, University of South Carolina	1982-86
Oliver Carmichael <i>(Chairman, 1955-56)</i>	President, University of Alabama	1954-56	James A. Turnan	Associate Commissioner for Field Services, U.S. Office of Education, Department of Health, Education and Welfare	1966-69	Jeanne J. Smoot	Associate Professor of English, North Carolina State University	1983
Roger A. Moore	Student, Law School, Harvard University	1954-58		President, University of Southern California	1966-69	Richard A. Ware	President, Earhart Foundation, Ann Arbor, Michigan	1983-85
C. Joseph Nuesse <i>(Chairman, 1956-58)</i>	Dean, School of Social Sciences, Catholic University	1954-58	Jack J. Valentini	President, Motion Picture Association	1967-69	Marvin H. Alisky	Professor of Political Science, University of Michigan	1983-85
Sherman D. Scruggs	President, Lincoln University	1954-55	Paul Seabury	Professor of Political Science, University of California, Berkeley	1967-71	Robert A. Goldwin	Director of Seminar Programs, American Enterprise Institute for Public Policy Research, Washington, DC	1983-85
Katherine G. Blyley	President, Keuka College	1955-59	John P. Augelli	Director, Center for Latin American Studies, University of Illinois	1967-70	Hugh Scott	Senior Fellow at the Hoover Institution of War, Revolution and Peace, Stanford, California	1984-85
Bernice Cronkhite	Dean, Graduate School, Radcliffe College	1955-62		Professor of Government and Social Relations, Harvard University	1967-70	L. William Seidman	Professor of Education and Sociology, Harvard Graduate School of Education	1984-85
George C.S. Benson	President, Claremont Men's College	1956-60	Seymour M. Lipset	Executive Assistant to former President Lyndon B. Johnson, Austin, Texas	1969-71	Forrest McDonald	Professor of History, University of Alabama	1984-85
Felton G. Clark	President, Southern University	1956-62	W. Thomas Johnson Jr.	President, Miami University	1969-70	John Willson	Professor of History, Hollins College	1984-86
Robert G. Storey <i>(Chairman, 1958-62)</i>	President, Southwestern Legal Center, Dallas, Texas	1956-63	Walt W. Rostow	Scial Vice President, Phelps Dodge Corporation, New York City	1977-80	Peter M. Dawkins	Managing Director, Shearson, Lehman Bros., Inc., New York City	1986-87
Lawrence Derthick	U.S. Commissioner of Education	1957-61	John E. Dolbois	Professor of Economics, University of Texas	1969-71	James R. Whelan	Managing Director, CBN News, Washington, DC	1986-87
Hurst R. Anderson	President, The American University	1958-62		Vice President for Development and Alumni Affairs, Miami University	1969-76			
Elmer Ellis	President, University of Missouri	1958-62	Bernard Katzen	Professor of Economics, University of Texas	1969-71			
John O. Ried	Dean of Graduate School and Professor of Philosophy, Marquette University	1958-63	James E. Allen, Jr.	Vice President for Development and Alumni Affairs, Miami University	1970-74			
Daniel Hofgren	Student, Law School, Columbia University	1959-63		Assistant Secretary for Education, U.S. Commission on Education, Department of Health, Education and Welfare	1970-71			
Frederick E. Terman	Vice President and Provost, Stanford University	1960-66	James E. Cheek	President, Howard University	1970-74			
Sterling M. McMurrin	U.S. Commissioner of Education	1961-63						
John Hope Franklin <i>(Chairman, 1966-69)</i>	Professor of American History, University of Chicago	1962-69						
Ella T. Grasso	Secretary of State, Connecticut	1962-66						

¹ Generally as of the date of appointment.
² Members of the Board serve in rotation for a term of 3 years, except that any member appointed to fill a vacancy occurring prior to the expiration of the term of his predecessor serves for the remainder of such term. Upon expiration of his term a member continues to serve until his successor is appointed.
³ Unable to accept appointment.



**An American
Fulbrighter and fellow
English students at
Cambridge, 1955-56.**

ith this emphasis on the individual in competition, the Board accepted a responsibility it knew it could not fulfill without considerable outside help. Thus the necessity of turning to "cooperating agencies," which would channel information to the prospective American applicant, receive and analyze his papers, and bring in qualified experts to evaluate his credentials and make their recommendations to the Board. The Institute of International Education agreed to perform these screening functions for U.S. student grants; the United States Office of Education for grants to U.S. teachers and administrators in secondary education; and the Conference Board of Associated Research Councils for U.S. senior scholars applying for lecturing or research assignments abroad. (For a list of present cooperating agencies, see page 21.)

From those early days to the present, the cooperating agencies have been both catalysts generating cooperation and the channels through which it has usually been expressed. In 1986, about 500 leaders in the professions and scholarly disciplines volunteered their time on screening panels and advisory committees. Hundreds of others on campuses across the nation helped to disseminate program information and to counsel students and faculty on application procedures.

American schools, colleges and universities have played an even more central role in receiving foreign participants. American institutions have been particularly generous in providing scholarships, visiting professorships and other forms of financial assistance, dating from the days when the program had to rely on nonconvertible foreign currencies and therefore had to seek other ways to defray stateside expenses. In a given academic year, American institutions contribute millions of dollars toward the cost of foreign students and scholars in the United States. It is clear that the American educational community has not only been a principal beneficiary of the program, but also a major contributor to its success.

In an operation as complex as the Fulbright Program, where different constituencies do not always share the same motivations or expectations, there has to be a balance wheel. The main interest of the academic community is the acquisition and dissemination of knowledge where this goal can best be reached through the exchange experience. The binational commissions must be especially concerned with the educational needs of the countries in which they are located. The United States Information Agency and its overseas posts are concerned that exchanges make a proper contribution to our foreign relations. Each aim is legitimate when pursued with a sense of proportion, and in fact each must be realized in some degree if continued cooperation from all three is to be forthcoming. The Board of Foreign Scholarships, a politically appointed group of educational leaders which functions at a slight removal from the day-to-day program operations, must take responsibility for maintaining the balance between occasionally competing constituencies.

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ACHIEVEMENTS OF THE PROGRAM

Fwas noted earlier, the success of the Fulbright Program is difficult to measure, but also difficult to deny. At one point, Senator Fulbright commented that the purpose of the program was simply "to acquaint Americans with the world as it is and to acquaint students and scholars from many lands with America as it is—not as we wish it were or as we might wish foreigners to see it, but exactly as it is—which by my reckoning is an 'image' of which no American need be ashamed." Since the program began, more than 162,000 people—about 106,000 foreigners and over 56,000 Americans—have been afforded at least the opportunity to become well acquainted with another culture and society and to develop the empathy that this acquaintance will usually bring.

But to what end is this self-evidently valuable empathy? Roger Rosenblatt, *Time* magazine essayist and former Fulbright student, described it this way in a 40th anniversary tribute to the Senator:

Paul Samuelson, Milton Friedman. A group of Nobel Prize-

In part, Senator Fulbright's ambition was to widen the world's intelligence, but he also held a much more extravagant ambition—to project the world from self-destruction. The Senator had holocaust in mind. In his eyes were the European death camps and Hiroshima and Nagasaki. Fulbright countered these images of extermination with the Fulbrights—an odd corrective, don't you think? Students from all over the world coming to America, students from America going all over the world, and doing what? Intensively studying noun declensions in Burma, or flute manufacture in Senegal. How were such esoteric pursuits to keep the world from blowing apart?

Then picture a selection of former Fulbright scholars and say if you can how such a varied crowd could go about preserving the planet. Harvard's president Derek Bok, University of Chicago's president Hanna Gray, A group of Nobel Prize-winning economists—Wassily Leontief,

Milton Friedman. A group of Nobel Prize-

Paul Samuelson, Milton Friedman. A group of Nobel Prize-

Paul Samuelson, Milton Friedman. A group of Nobel Prize-

Paul Samuelson, Milton Friedman. A group of Nobel Prize-

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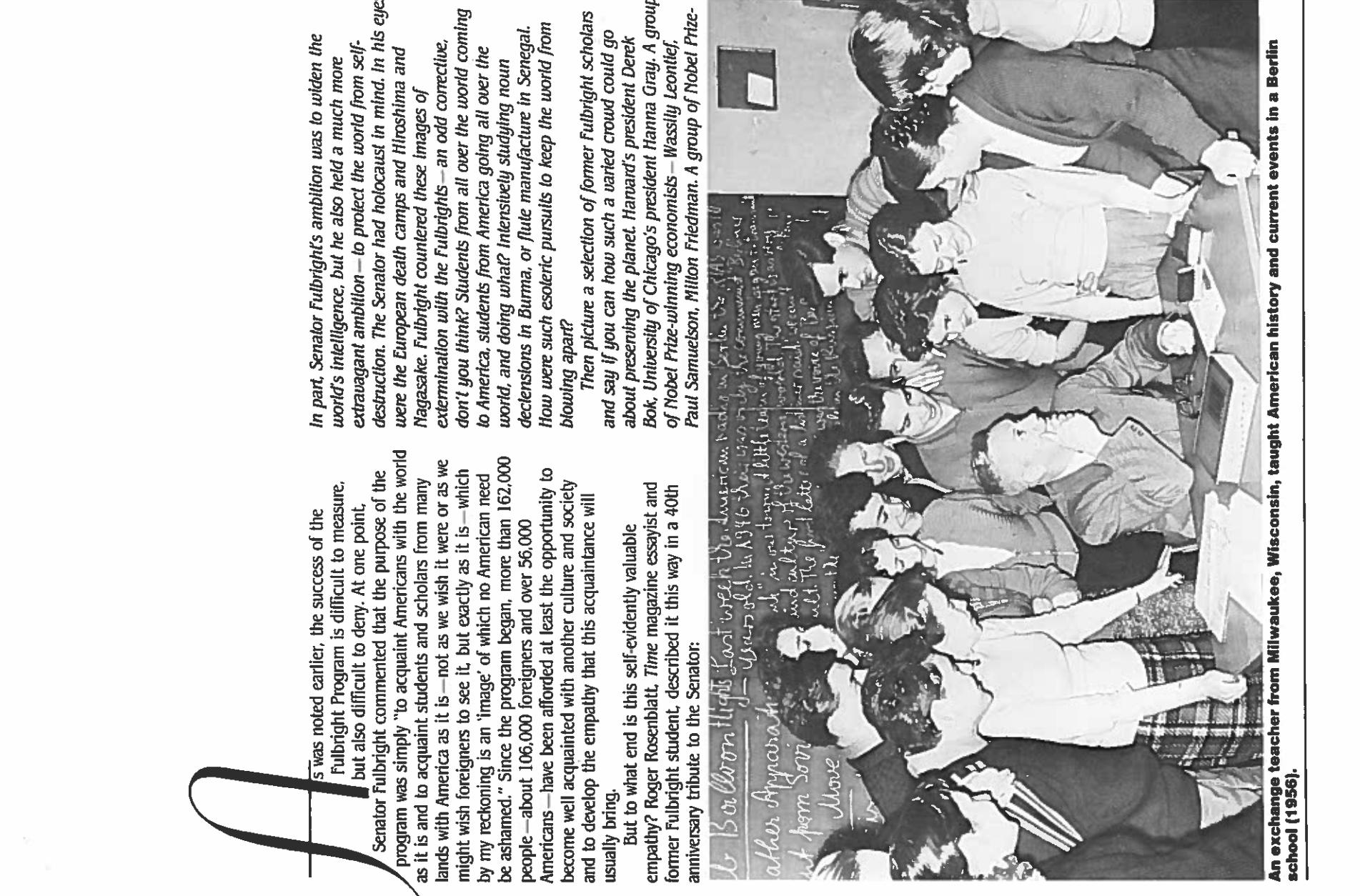
Paul Samuelson, Milton Friedman. A group of Nobel Prize-

Paul Samuelson, Milton Friedman. A group of Nobel Prize-

Paul Samuelson, Milton Friedman. A group of Nobel Prize-

Paul Samuelson, Milton Friedman. A group of Nobel Prize-

Paul Samuelson, Milton Friedman. A group of Nobel Prize-



More than 100 Japanese Fulbright alumni took a 1984 "sentimental journey," during which they revisited the American college campuses where they had been Fulbright students. Here, Daisuke Yamauchi, president of Mainichi Shimbun newspaper, Yoshiro Okawara, then Japan's Ambassador to the United States, and Eimatsu Takakuwa, Diet member, share a light moment with U.S. Senator Spark Matsunaga, second from left.

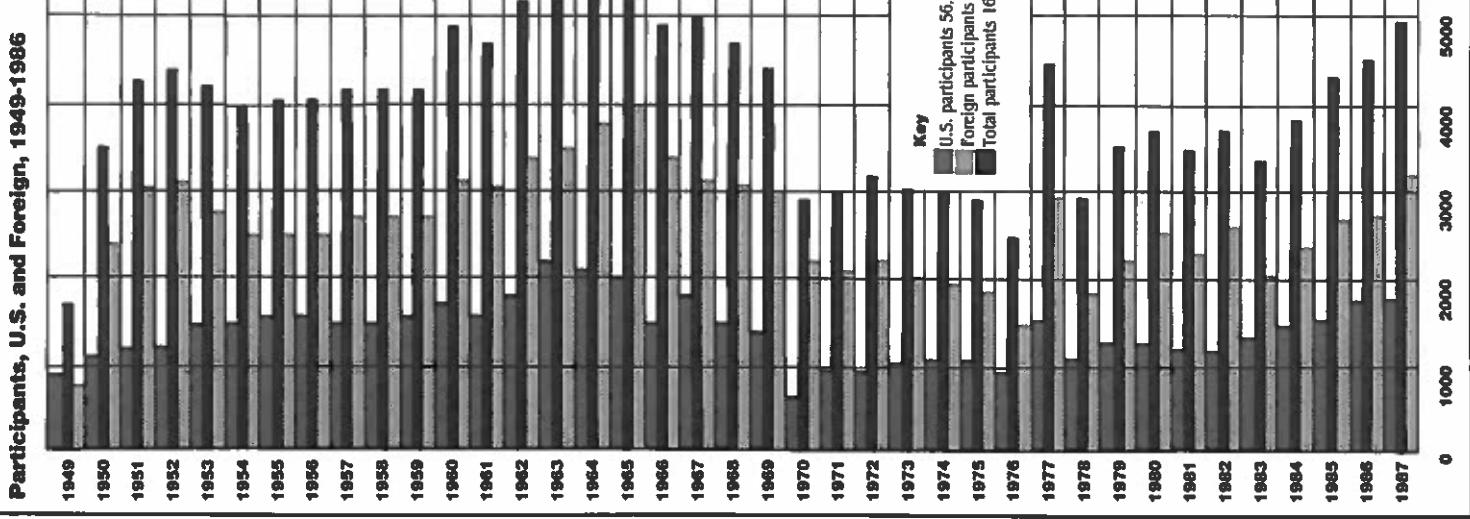
winning scientists—Hans Bethe, Joshua Lederman, Emilio Segre. Historians—Oscar Handlin, C. Vann Woodward, Henry Steele Commager, Jim Billington. Writers—Alfred Kazin, Joseph Heller, John Updike, Eudora Welty. Composers—Aaron Copland, Philip Glass, Roger Sessions. Actors—John Lithgow, Stacy Keach. A Librarian of Congress and historian, Dan Boorstin; a Senator, Daniel Patrick Moynihan; a voice, Anna Moffo.

Fulbrights all and a remarkable lot. But would you say they kept the world intact? Of course one must concede that the world has stayed intact these 40 years, so no one can prove exactly that the Fulbright program did not do the trick.

Foreign Alumni

Perhaps the connection to improved international relations is clearer when one examines foreign alumni of the Fulbright Program. An academic career leads more often in other countries than in the United States to preference in politics or the civil service, so it is not surprising that large numbers of foreign participants have gone on to key roles in their governments. These include one head of government—the current Prime Minister of Sweden, Ingvar Carlsson, who did graduate studies in economics and political science at Northwestern University in 1960. Dozens of former and current cabinet ministers are Fulbrighters, including the current Minister of Defense in Belgium, the Minister of Foreign Affairs in Indonesia, and the Minister of Finance in Colombia. Also among the ranks of Fulbrighters are at least 40 former and current members of various parliaments, ten current Supreme Court justices, and dozens of former and current ambassadors, including the New Zealand Ambassador to the United States, a former prime minister of his country.

A look at alumni of one country shows the breadth of the Fulbright Program's impact. In Japan, the list of prominent former grantees includes seven Diet members; 34 active ambassadors; the administrative vice presidents of the ministries of finance, foreign affairs, education, and justice; the recently retired chief justice of the Supreme Court and three current justices; the presidents of 27 universities; and more than 100 senior executives of major business corporations. In addition, many American companies in Japan have Fulbrighters as their chief executives. In the media, Fulbright alumni range from the



president of one of the nation's top five dailies to numerous reporters, columnists and commentators. Moving beyond the self-evident benefits, professional and personal, that a Fulbright award brings to an individual, it can certainly be said that the Fulbright Program has contributed to the expansion of human knowledge. This has always been highly dependent on the opportunities creative people have to broaden their experiences while in contact with others who share their intellectual interests. The Fulbright Program has enabled thousands of gifted young scholars to do this on an international scale.

institutes, departments, programs, and courses throughout the world. All told, universities in more than one hundred countries have American studies offerings today. The program's sponsorship of American studies in the Third World has been especially effective in creating cadres of "Americanists," who are raising the level of academic competence about the United States in the developing countries.

Second, the program has successfully fostered institutional relationships between American and foreign universities. Both research and teaching in the United States and abroad have benefited from these networks, and, on occasion, ties that began with Fulbright grants have blossomed into formal agreements on sharing resources, developing joint research projects, or sponsoring regular exchanges of faculty and students. Finally, the Fulbright Program has powerfully reinforced efforts to add an international dimension to U.S. higher education curricula. Third, the program has expanded the influence of the American model of higher education on foreign university systems. Key American educational concepts, such as interdisciplinary collaboration and methods of university administration, have penetrated to many parts of the world through exchange and training programs, of which the Fulbright is sometimes only a small, but often quite a

But, perhaps most importantly for the American taxpayer, who ultimately funds the bulk of the Fulbright Program, there are tangible benefits to U.S. national interests. Though these benefits are in some sense political, they are clearly not designed to serve the immediate interests of a given administration or policy, but rather are cumulative and long-term in their effect.

First, the program has done much to build our knowledge of foreign peoples and languages, and thus to contribute to an improved intellectual context for public policy debates in the United States. It has also improved the quality of foreign scholarship about the culture, history, and government of the United States. Strengthening Americans' familiarity with other lands and deepening foreign scholarship about the culture, history, and government of the United States are perhaps the two activities most directly supportive of the program's mandate to increase mutual understanding. This is true even for those Fulbrighters who have studied or taught abroad without specializing in language or area studies, but with the opportunity to develop some understanding of other countries as a byproduct of their main grant objective. The resulting pool of knowledge has enriched our schools, businesses, and the media, as well as the entire foreign affairs community.

The program's traditional emphasis on foreign area studies has been matched by the encouragement of American studies by overseas students. Approximately 20 percent of the grants in any given year are likely to be for persons who will study, teach, or do research in that discipline. Over the years, this continuing support for American studies has provided the underpinnings for

SELECTED AMERICAN ALUMNI OF THE FULBRIGHT PROGRAM

(country and date not available)

<i>College Presidents</i>	<i>Other Academics</i>
Mortimer Appleby Clark University	Daniel Aaron Harvard University
Derek Bok Harvard University	Walter Berns American Enterprise Institute
Edward Bloustein Rutgers University	Ernest Boyer President, Carnegie Foundation for the Advancement of Teaching
Hannah H. Gray University of Chicago	Marshall Goldman Harvard University
John W. Oswald Pennsylvania State University	Leo Marx M.I.T.
Frank H.T. Rhodes Cornell University	Peter Viereck Mount Holyoke College
John R. Silber Boston University	Aaron Wildavsky University of California, Berkeley
<i>Economists</i>	Helen Vendler Harvard University
Andrew Brimmer Brimmer and Company, Washington Former member, Federal Reserve Board	Fox Butterfield <i>The New York Times</i>
Martin Feldstein Harvard University	Barbara Crossotte <i>The New York Times</i>
Milton Friedman Hoover Institute Nobel Prize-1976	Georgia Anne Geyer Syndicated columnist
Vassily Leontief New York University Nobel Prize-1973	Frederick Graham CBS News
Franco Modigliani M.I.T. Nobel Prize-1985	Margaret Greenfield <i>The Washington Post</i>
Paul Samuelson M.I.T. Nobel Prize-1970	Norman Podhoretz Editor, <i>Commentary</i>
James M. Buchanan George Mason University Nobel Prize-1986	Roger Rosenblatt <i>Time Magazine</i>
<i>Historians</i>	Scientists
James M. Billington Director, Woodrow Wilson International Center for Scholars	Hans Bethe Nobel Prize, physics-1967
Daniel Boorstin Librarian of Congress	Joshua Lederman Nobel Prize, medicine-1958
Henry Steele Commager Amherst College	Emilio Segré Nobel Prize, physics-1959
John Hope Franklin National Humanities Center North Carolina	Charles Townes Nobel Prize, physics-1964
Oscar Handlin Harvard University	James Watson Nobel Prize, medicine-1962
Leon F. Litwack University of California, Berkeley	Roslyn Yalow Nobel Prize, medicine-1977
C. Vann Woodward Emory University	<i>Writers</i>
Robert Bellah University of California, Berkeley	John Ashbery France, 1960
Peter Berger Boston University	Robert Bly France, 1978-79
Nathan Glazer Harvard University	Paul Fussell Germany, 1957-58
Seymour Martin Lipset Hoover Institute	Joseph Heller United Kingdom, 1949-50
William H. Whyte Peru, 1961	Alfred Kazin France, 1956
	Galway Kinnell Japan, 1960
	Scott Momaday Germany, 1964
	Wallace Stegner Greece, 1963
	Peter Taylor France, 1955
	John Updike Lectures in Africa, 1972-73
	Eudora Welty United Kingdom, 1954



An American Fulbright student consults with a Belgian composer during his studies at the electronic music laboratory of the Conservatoire Royal de Musique de Liège (1973).



Then Mayor Willy Brandt welcomes American Fulbright scholars to West Berlin (1962).

Participants by Category of Grant, 1949-1986

Students	Foreign	U.S.
	60,238	23,638
Teachers	Foreign U.S.	U.S.
	17,959	10,487
Lecturers	Foreign U.S.	U.S.
	5,278	14,316
Research Scholars	Foreign U.S.	U.S.
	19,792	7,400
Other (Practical Experience & Training)	Foreign	U.S.
	1,938	
Hubert H. Humphrey Scholars (1978-1986)	Foreign	U.S.
	976	



SELECTED AMERICAN ALUMNI OF THE FULBRIGHT PROGRAM, CONTINUED

<i>Music</i>				
Dominick Argento Composer	Italy 1951-52	Michael Mortary Actor	United Kingdom, 1964	
Aaron Copland Composer	Italy, 1949	Stacy Keach Actor	United Kingdom, 1964-65	
George Crumb Composer	Germany, 1945	John Lithgow Actor	United Kingdom	
Philip Glass Composer	France	Israel Horovitz Playwright	United Kingdom, 1953-54	
George Rochberg Composer	Italy 1950-51	William Bell Director of American Conservatory Theater, San Francisco, California	United Kingdom, 1961-62	
Ned Rorem Composer	France, 1951-52	Arvin Brown Director of the Long Wharf Theater New Haven, Connecticut	United Kingdom, 1961-62	
Roger Sessions Composer	Italy 1951-52	Robert Brustein Director of the American Repertory Theater, Cambridge, Massachusetts	United Kingdom, 1953-55	
Virgil Thomson Composer		Michael Armacost Under Secretary of State for Political Affairs	Germany, 1958	
Lorin Maazel Conductor	Austria	Daniel Patrick Moynihan United States Senator	United Kingdom, 1957-58	
Evelyn Lear Singer	Germany, 1957-58	Donald Pease United States Congressman		
Anna Moffo Singer		S. Dillon Ripley Former Head of the Smithsonian Institution	India, 1950	
<i>Art</i>		Walt Rostow Former foreign policy advisor, currently Professor at the University of Texas	India, 1963	
Dale Chihuly Glassmaker	Italy	Harrison H. Schmitt Former astronaut and United States Senator	Norway, 1957-58	
Ada Louise Huxtable Pulitzer Prize for architecture criticism	Italy, 1950-1952			
Milton Glaser Graphic Designer	Italy, 1952-53			
Nancy Graves Painter	France, 1964-65			
Peter Marzio Director, Houston Museum of Fine Arts	Italy, 1973-74			
Philip Pearlstein Painter	Italy, 1958-59			
Richard Serra Sculptor	Italy, 1965-66			

World. Fulbrighters who come to the United States to study social sciences are introduced to empirical research techniques and exposed to the nonorthodox approach that has generally characterized U.S. higher education in that field. The experience serves to challenge the Marxist orientation in social sciences that is prevalent in many countries today. No political litmus test is applied to applicants, but the Fulbright experience provides the opportunity for the foreign student to become professionally conversant with a different body of thought in personally rewarding circumstances, at a time when the student is able to make first-hand observations about the good and bad features of American society.

Fifth, the program has provided an opportunity for future U.S. and foreign leaders to forge long-lasting bonds of friendship. This is perhaps the most subjective and unmeasurable goal of the program, but many individual Fulbrighters would rate it as the most important. The network of friendships that each participant forms often becomes an important link between the personal and professional lives of that individual and those whom he or she has come to know.



In 1978, Arthur Dudden, then president of the Fulbright Alumni Association, presented membership certificates to Senators Harrison Schmitt and Daniel Patrick Moynihan, both of whom studied in Europe under the Program during the 1950s.

crucial, part. In fact, the personal involvement of Fulbright alumni in the administration of higher education overseas has often been disproportionate to their numbers. Fourth, the program has been instrumental in introducing American concepts and methodology in the social sciences to other countries, especially in the Third

THE FULBRIGHT PROGRAM TODAY

Institutions qualified to participate. The Board sets policies and procedures for administration of the program. It has final responsibility for approving selection of all grantees, and supervises the conduct of the program both in the United States and abroad. Appointed by the President of the United States, the Board is composed of 12 members drawn from academic, cultural, and public life.

•United States Information Agency

The Bureau of Educational and Cultural Affairs of the United States Information Agency serves as the administrative and executive arm of the educational exchange program, as well as other U.S. exchange-of-persons programs. Under the broad policy outlines set by the Board of Foreign Scholarships, the Agency provides administrative staff for the academic exchange program, administers direct teacher exchanges, negotiates agreements covering educational interchange with foreign governments, maintains liaison with U.S. Embassies overseas on exchange affairs, and, in Washington, secures the help and cooperation of other U.S. Government and private agencies on particular aspects of the program.

In U.S. Embassies abroad, Agency program activities are the overall responsibility of a Public Affairs Officer. A Cultural Affairs Officer, or an Educational Exchange Officer, where assigned, is usually responsible for exchange program activities. At least one of these officers is a member of the local binational commission and maintains for the Agency the liaison with the commission on policy and program matters. In countries where there is no commission, the Cultural Affairs Officer administers the educational exchange program.

Approximately 4,500 new grants are awarded to individuals annually. Grants are given to American students, teachers, and scholars to study, teach, lecture and conduct research in more than 120 countries in the world, and to foreign nationals to engage in similar activities in the United States.

Individuals are selected on the basis of academic or professional qualifications and potential, plus ability and willingness to share ideas and experiences with people of diverse cultures.

The primary source of funding for the Fulbright Program is an annual appropriation made by the Congress to the U.S. Information Agency. Participating governments, as well as host institutions in the United States and abroad, contribute through cost-sharing, as well as by indirect support such as salary supplements, tuition waivers and university housing.

In 1986, the congressional appropriation for the Fulbright Program was \$89.5 million. Foreign governments, through direct contribution to binational commissions, added \$9.5 million more.

Under the umbrella term Fulbright Program are a variety of exchange programs, including several types of individual and institutional grants.

- The American Scholar Program sends over 1000 scholars and professionals a year to more than 100 countries, where they lecture or conduct research in a wide variety of academic and professional fields. In 1986, these fields ranged from journalism and urban planning to music, philosophy and American studies.
- Pre-doctoral Fellowships are offered to American and foreign graduate students. In 1986-87 more than 450 Americans studied abroad with either full or partial support from the Fulbright Program. Some 1300 new awards are offered to foreign graduate students for support at U.S. universities and approximately 1800 renewal awards are also offered.
- The Visiting Scholar Program awards grants to foreign scholars to come to the U.S. to lecture or conduct post-doctoral research. Nearly 1,000 scholars come each year for an academic year or term.
- The American and foreign elementary and secondary school teachers each year, mostly on a one-for-one exchange basis. The program operates principally between the United States and Western European countries, but exchanges with Colombia and Argentina have recently been initiated.
- The Hubert Humphrey Fellowship Program, which was begun in 1979, reaches beyond the academic community to bring outstanding mid-career professionals in public service from developing nations to the United States for a year of university study and work-related practical experience. Fields of study and training include agriculture, public

health, public administration, and planning and resource management. More than 900 fellows from over 90 developing countries have participated in the program since it began. During the 1986-87 academic year, there were 142 Humphrey Fellows from 69 countries studying in the U.S.

•The University Affiliations Program seeks to establish enduring partnerships between U.S. and foreign colleges and universities through exchanges of faculty and staff. Begun as a pilot project in Africa, the program became worldwide in 1983. In 1986, 30 grants of up to \$60,000 — to be spent over a two-to-three year period — were awarded to U.S. universities and their foreign partners. These faculty exchanges focus on the social sciences, humanities, communications and education. Since the program's inception, 130 grants have been awarded to American colleges and universities and affiliated foreign institutions.

•The Foreign Area and Language Training programs, authorized by Section 102 (b)(6) of the Fulbright-Hays Act, are operated by the U.S. Department of Education. Designed to promote and improve modern foreign language training and area studies by and for Americans without providing for reciprocal exchanges, these programs include the following.

The Doctoral Dissertation Research Abroad program awards fellowships, through U.S. institutions of higher education, to Ph.D. candidates to engage in full time dissertation research abroad in modern foreign languages and area studies with an emphasis on those languages and areas not commonly taught in the United States.

The Faculty Research Abroad program awards fellowships, through U.S. institutions of higher education, to faculty members to conduct research abroad on the same topics.

The Group Projects Abroad program is designed to provide opportunities for teachers and faculty to study in foreign countries. Grants are awarded to U.S. institutions of higher education, state departments of education, and private nonprofit educational organizations to conduct overseas group projects in research, training, and curriculum development.

The Seminars Abroad program provides opportunities for U.S. teachers, school administrators, social studies supervisors, and curriculum directors to participate in short-term seminars overseas on a number of topics focusing on the history, culture, and language of participating foreign countries. The majority of these seminars have been initiated through bilateral agreements between the Department of Education and selected education ministries abroad.

The Foreign Curriculum Consultants program assists U.S. institutions of higher education, state and local education agencies or private nonprofit educational organizations to bring educators from other countries to the United States for an academic year to help in developing or improving curricula for teaching modern foreign languages and area studies in the United States.

The following are the principal agencies that currently assist in the Fulbright Program:

•Board of Foreign Scholarships
The Board of Foreign Scholarships was created by Congress to supervise the educational exchange program. The intent was to establish an impartial and nonofficial body which would assure the respect and cooperation of the academic world for the educational exchange program, particularly in the selection of grantees and of educational

institutions qualified to participate. The Board sets policies and procedures for administration of the program. It has final responsibility for approving selection of all grantees, and supervises the conduct of the program both in the United States and abroad. Appointed by the President of the United States, the Board is composed of 12 members drawn from academic, cultural, and public life.

Other Assisting Organizations

In addition to the two primary cooperating agencies, several other organizations play important roles in the Fulbright academic exchange program. These organizations, funded in part through grants from the United States Information Agency, conduct exchange activities for students and scholars similar to those performed by the principal agencies described above, but with a focus on a specific country or geographic area.

The International Research and Exchanges Board (IREX) of the American Council of Learned Societies conducts an extensive program involving exchanges of scholars with the Soviet Union and Eastern European countries. Exchanges with American Republic countries for training university faculty members are carried out by the Latin American Scholarship Program of American Universities (LASPAU) and Tufts University, in selected Middle Eastern countries, the Americas, Mideast Educational and Training Services (AMIDEAST) arranges study programs for graduate students. The Committee on Scholarly Communication with the People's Republic of China (CSCPIC) of the National Academy of Sciences arranges for the exchange of American faculty and scholars with the People's Republic.

•Department of Education

The U.S. Department of Education's Office of Postsecondary Education administers the Foreign Area and Language Training program authorized by section 102(b)(6) of the Fulbright-Hays Act. This program differs from other Fulbright-Hays activities in that its objective is research and training with no provision for lecturing, presentations overseas and no direct exchanges. The program is meant to improve U.S. education in modern foreign language and area studies, and is a part of the U.S. educational effort in those fields.

•Binational Commissions

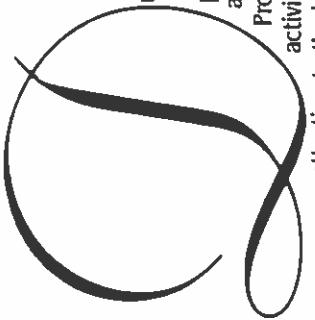
These commissions are now established and active in 42 countries which have entered into executive agreements with the United States to conduct a program of educational exchange. (There are actually 43 countries served by a binational commission, but Belgium and Luxembourg share a single commission in Brussels.) They are always binational, composed equally of distinguished national educators and cultural leaders and Americans from the U.S. Embassy and resident American community. A commission's purpose is to administer the educational exchange program on an impartial and binational basis, to assure that grants and educational institutions participating in the program are qualified to do so, and to plan and propose educational exchanges that are in keeping with the needs and educational resources of each country.

Christina Thomson



A group of Latin American Humphrey Fellows at a workshop in Minnesota (1985).

FORTIETH ANNIVERSARY ACTIVITIES



uring 1986, the Board, in conjunction with USIA and other interested public and private organizations, sponsored a series of activities in observance of the Fulbright Program's 40th Anniversary. Underlying these activities were two basic objectives: to call attention to the impressive accomplishments of the program, in personal as well as educational terms, and to examine new directions for the program's future. David Nalle, a distinguished former Foreign Service officer, served as special coordinator for 40th anniversary events.

Distinguished Fellows

A major initiative, executed with the cooperation of the Council for International Exchange of Scholars, was the 40th Anniversary Distinguished Fellows program. Under this program, 40 distinguished Americans, economists and historians, poets and university presidents—were to travel in 1986 and early 1987 overseas on short visits arranged by USIS posts and binational commissions. At the same time,

a similar number of distinguished foreigners were invited to address the annual meetings of American professional associations or to participate in symposia organized by prominent American schools of international affairs. By the end of 1986, ten Americans had already completed their trips. Harvard emeritus professor of history Oscar Handlin gave 25 lectures in China in one month's time, prompting the USIS post to comment that his "hard work and enthusiasm were wonder—and an education—to our Chinese hosts." As part of a trip to Ghana and Nigeria, former Federal Reserve Board member Andrew Brimmer participated in a high-level symposium on economic development in Lagos, gave widely disseminated newspaper, radio and television interviews, and met with government officials in the Ministries of National Planning and of Finance. "Brimmer was the perfect distinguished Fulbright Fellow," noted USIS Lagos, "and his program was an excellent occasion for us to demonstrate once again the high academic quality and professional diversity of the Fulbright Program." Choreographer Katherine Dunham's visit to Brazil, which included a series of master classes and media interviews, was commemorated with a special 40th anniversary lithograph commissioned for the occasion. And in Singapore, the visit of Helen Vendlar was, as the USIS post noted, "nothing short of an unqualified success," exposing professors and students in "this still British-oriented society to one of America's leading poetry scholars."

The visits of foreign Fellows to the United States were equally successful. A typical program was that of Dr. Mario Ojeda, president of El Colegio de Mexico, who was invited by the Johns Hopkins School of Advanced International Studies. In one week, Dr. Ojeda keynoted a symposium on U.S.-Mexican interdependence, lectured at Columbia University, and addressed both the Council on Foreign Relations and the annual meeting of the Latin American Studies Association. Dr. Dieter Heckelmann, president of the Free University of Berlin, participated in several 40th anniversary celebrations around the United States, as well as the annual meeting of the National Association of State Universities and Land Grant Colleges. Dr. Xie Xide, president of Fudan University in Shanghai, visited and lectured in Phoenix, Sacramento, Memphis, New Orleans, Atlanta and Chicago. And at year's end, two distinguished English historians and educators, David Beers Quinn and Lord Asa Briggs, were crisscrossing the United States, visiting a total of 13 cities at the invitation of the American Historical Association and the Association of American Colleges, respectively.



40th Anniversary Distinguished Fellows
during her visit to Liberia in October 1986.

DISTINGUISHED FELLOWS—FULBRIGHT ANNIVERSARY YEAR

American Fellows

Maya Angelou Author, Poet, and Professor, Wake Forest University Lecturing on American Literature Liberia	Hamlin Hill Professor and Chairman, Department of English, Texas A&M University Lecturing on Mark Twain and his work Denmark, Finland, Norway, Sweden, and Iceland
John Brademas President, New York University Lecturing on the Future of Education in the United States Greece	Harold M. Hyman Professor, Rice University Lecturing on American Constitutionalism Israel
Jere R. Behrman Professor, University of Pennsylvania Lecturing on Developing Economics Bangladesh, Nepal, and Pakistan	Bill Irwin Actor, Mime Artist, New York Master Classes in Drama United Kingdom
Daniel Boorstin Librarian of Congress Lecturing on American History Soviet Union	Douglas W. Kmiec Deputy Assistant Attorney General, U.S. Department of Justice Lecturing on American Constitutionalism Philippines, Malaysia, and Hong Kong
Lee Breuer Playwright, Marion Mines Co., New York Master Classes in Drama Ireland	Stanley I. Kutler Professor, University of Wisconsin Lecturing on American Constitutionalism Peru
Andrew Brimmer President, Brimmer and Co., Inc., Washington, D.C. Lecturing on the Role of the Private Sector and Foreign Direct Investment Nigeria and Ghana	Arthur S. Link Professor, Princeton University Lecturing on American History Belgium, Luxembourg, and Netherlands
Robert Brustein Artistic Director, American Repertory Theatre Co., Cambridge, MA Lecturing on American Theater Spain	Norman J. Ornstein Resident Scholar, American Enterprise Institute, Washington, D.C. Lecturing on American Constitutionalism Hong Kong, Malaysia and Philippines
Philip D. Curtin Professor, Johns Hopkins University Lecturing on Caribbean-African History Barbados, Jamaica, and Trinidad/Tobago	Frank H.T. Rhodes President, Cornell University Lecturing on Higher Education Kuwait and Saudi Arabia
Robert A. Dahl Professor, Yale University Lecturing on American Government and Democratic Institutions Venezuela	Simon Rottenberg Professor, University of Massachusetts Lecturing on Development Economics Mexico
Katherine Dunham Dancer, Actress, Writer, East St. Louis, IL. Master Classes in Dance Brazil	John W. Ryan President, Indiana University Lecturing on Innovation in Higher Education Kuwait, Jordan, and Bahrain
John Hope Franklin Professor, Duke University Lecturing on Afro-American History Zimbabwe	Ellis Sandow Professor, Louisiana State University Lecturing on American Government and the U.S. Constitution Italy
David P. Gardner President, University of California Lecturing on Educational Reform and Management Japan	Robert Scalapino Director, Institute of East Asian Studies, University of California, Berkeley Lecturing on U.S. Foreign Policy Korea
Georgie Ann Geyer Syndicated Columnist, Washington, D.C. Lecturing on the Role of the Journalist in Society New Zealand	Paul Seabury Professor, University of California, Berkeley Lecturing on Australian-American Relations Australia
Loyal N. Gould Chairman and Professor of Journalism, Baylor University Lecturing on Print News Media and Communications in the Contemporary World Madagascar	Roger W. Shattuck Commonwealth Professor of French, University of Virginia Lecturing on American Literature Tunisia and Morocco
Oscar Handlin Professor Emeritus, Harvard University Lecturing on American History China	Charles H. Townes Professor, University of California, Berkeley Lecturing on Physics France
Niles M. Hansen Professor, University of Texas Lecturing on Regional and Development Economics Turkey	Myron Weiner Professor, Massachusetts Institute of Technology Lecturing on Politics and Development India and Sri Lanka
Ed A. Hewett Senior Fellow, Brookings Institution, Washington, D.C. Lecturing on Economics Yugoslavia	John Higham Professor of History, Johns Hopkins University Lecturing on American History Argentina

DISTINGUISHED FELLOWS—FULBRIGHT ANNIVERSARY YEAR, CONTINUED

Foreign Fellows

Georges Abi-Saab Professor, University of Geneva Lecturing on the Future of International Organization Fletcher School of Law and Diplomacy, Tufts University	Miroshi Azuma Dean, Faculty of Education, University of Tokyo Lecturing on Influence of Instruction Methods on Acquisition, Retention, and Transfer of Scientific Concepts	Ermanni Bayar Special Assistant to the Minister of Education, Brasilia, Brazil Lecturing on Opportunities for American Community Colleges to Cooperate with Brazilian Counterparts	Karuna Mary Braganza General Secretary, All-India Association for Christian Higher Education New Delhi, India Lecturing on Cultural Pluralism and Catholic Identity	Asa Briggs Provost, Worcester College, Oxford University Lecturing on Crossing Academic Frontiers	Fernando H. Cardoso Senador, Brasilia, Brazil Lecturing on Democracy in Brazil	Julio Collier Director, Instituto de Estudios Peruanos, Lima, Peru Lecturing on Violence and the State in Latin America	Derek Davies Editor, Far Eastern Economic Review Ltd., Hong Kong Lecturing on Political and Economic Affairs in the Pacific	Fernando B. Nonem de Melo Professor, University of Sao Paulo, Brazil Lecturing on International Trade and its Impact on Food for Subsistence and on the Effect of International Investment, Trade, and Debt on Development in Rural Areas	Yehozekel Dror Professor, Hebrew University of Jerusalem Lecturing on Comparison Civilizations: their Contacts and Transformations	Shmuel Eissenstadt Professor, Hebrew University of Jerusalem Lecturing on International Studies, University of Washington	Peter Franks Controller, European Service, British Broadcasting Corporation Lecturing on the Global Information Revolution and East-West Trade	Dieter Heckelmann President, Free University of Berlin Lecturing on The Free University of Berlin and the World National Association of State Universities and Land Grant Colleges, Washington, DC	Tommy Koh Ambassador, Embassy of Singapore, Washington, DC Lecturing on Some Reflections on the Iran Arms Sale Controversy	Rajni Kothari Professor, United Nations University, New Delhi, India Lecturing on Democracy in the Developing Countries	Knud Krakau Professor, John F. Kennedy Institute for North American Studies, Freie University of Berlin Lecturing on Does the Fulbright Experience Help Eliminate Cultural Stereotypes
Lennart Levi Director, National Institute of Psychological Factors and Health, Stockholm Lecturing on Social Systems and Health Over the Life Course: Models, Studies, and Implications American Sociological Association, Washington, DC	Eduardo Lizano President, National Bank of Costa Rica Lecturing on the International Economic Crisis and the Domestic Political Systems of Third World Countries: Some Linkages	T.N. Madan Professor, Institute of Economic Growth, University of New Delhi Lecturing on Secularization and India's Religious Traditions	Mario Ojeda President, El Colegio de Mexico, Mexico City Lecturing on U.S.-Mexican Interdependence: School of Advanced International Studies, Johns Hopkins University	Karim Abdul Rafeq Professor, University of Damascus, Syria Lecturing on Middle East and World History	David Beers Quinn Professor Emeritus, University of Liverpool, United Kingdom Lecturing on a Retrospective of the Life and Work of David Beers Quinn	Arshana Sharma General President, Indian Science Congress Association, Calcutta Lecturing on Environmental and Genetic Variations in Indian Populations	Peter D. Stevens Director-General, The Bell Educational Trust, Cambridge, United Kingdom Lecturing on Language Learning/Language Teaching: A Branch of Linguistics or a Branch of Education?	Rachel Trickett Principal, St. Hugh's College, Oxford University, United Kingdom Lecturing on Wordsworth's "English Traits"	Mandla Tshabalala Senior Lecturer, School of Social Work, University of Cape Town Lecturing on Undergraduate Teaching in Multi-Cultural/Racial Environments in South Africa	Xie Xide President, Fudan University, Shanghai Lecturing on Educating for Change in the People's Republic of China	Eugene Yatzkov Chairman, American Studies Program, Moscow State University Lecturing on American Studies in the Soviet Union	John Ziman Visiting Professor, Imperial College, London Lecturing on Science and Social Change	John Ziman Visiting Professor, Imperial College, London Lecturing on American Studies in the United States, Washington, DC Council of Graduate Schools in the United States, Washington, DC	John Ziman Visiting Professor, Imperial College, London Lecturing on Science and Social Change	John Ziman Visiting Professor, Imperial College, London Lecturing on American Studies in the United States, Washington, DC Council of Graduate Schools in the United States, Washington, DC
Foreign Fellows															

Washington Conference: November 17-19, 1986

Perhaps the single most visible anniversary event was a two-and-a-half-day conference entitled "Minds Without Borders: Educational and Cultural Exchange in the 21st Century" and co-sponsored by the Board, the U.S. Information Agency, the Woodrow Wilson International Center for Scholars, and the Smithsonian Institution. The primary conference site was the Wilson Center Library in the Smithsonian Castle building, and other events took place around the Mall in Washington—a reception at the National Air and Space Museum, opening sessions at the Hirshhorn Museum, a dinner at the State Department, and a closing luncheon honoring Senator Fulbright at the National Gallery of Art. Distinguished scholars, key figures from the foreign affairs and higher education communities, and government officials—many of them former Fulbrighters from the United States and abroad—gathered to celebrate the contributions the Fulbright Program has made to human knowledge and world understanding. Particularly gratifying to the Board was the attendance of the executive directors of 13 binational commissions. In all, nearly 30 nations were represented.

The conference opened with introductory remarks by BFS Deputy Director Marvin Stone, BFS Chairman James Meriwether, and Wilson Center director James Billington, all introduced by USIA Associate Director Mark Blitz. The keynote speaker was William H. McNeill, a distinguished historian from the University of Chicago and a former Fulbrighter to the United Kingdom (1950). McNeill paid special tribute to the importance of a year or two spent overseas, which both broadens perspective and leads to appreciation of the social and political values of other cultures. The Fulbright Program, he concluded, is an investment in wisdom and the future of humanity.

The working sessions that followed investigated such topics as the interplay of religion and history; the application of communication and information technology to academic exchange; and the field of American studies as it is viewed around the world. This last session was chaired by American historian John Hope Franklin, a former BFS chairman, and featured distinguished Americanists from India, Austria and China. Panelists noted the worldwide explosion in publications, associations and university courses devoted to American studies. They also discussed the value of collaborative studies, in which binational relationships and historical developments are studied simultaneously or in which the American experience acts as a framework for studies in political science, economics or other social sciences.

The final half-day of the conference was devoted to a specific examination of the future of the Fulbright Program. Concurrent sessions dealt with geographically concentrated programs and with professional exchanges. Participants then reunited for a closing session entitled "Whither Fulbright," featuring a panel of representatives from BFS, USIA and cooperating agencies. Panelists and guests alike stressed that the success of the Fulbright Program argues against tampering too much with its nature, yet improvements in long-term planning, binational cooperation, and the role played by Fulbright alumni around the world were

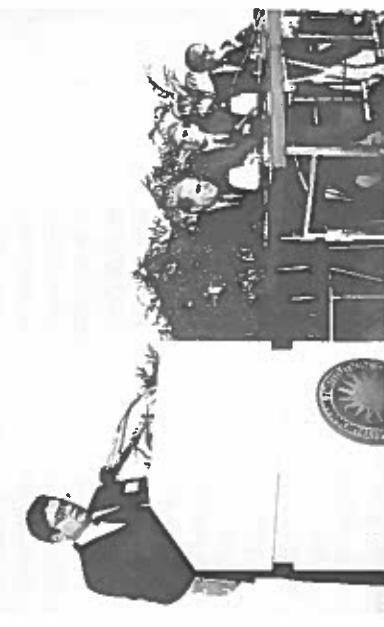
suggested, to general agreement. Maintaining the program's political impartiality was an important concern of all constituent groups.

Several collateral social events allowed conference participants and guests to renew old friendships. These included a dinner at the State Department's Benjamin Franklin Diplomatic Dining Room and the closing luncheon, hosted by the director of the National Gallery of Art, J. Carter Brown, and held in the Gallery's Palm Court. Both events featured addresses by former Fulbrighters—Undersecretary of State Michael Armacost and *Time* magazine essayist Roger Rosenblatt—who spoke movingly of the lasting benefits of their Fulbright years and who also paid tribute to the vision of the man who had created the program in 1946.

Senator Fulbright himself, who had attended many of the conference events, concluded the luncheon with warm thanks to the conference organizers. "One of the great things about this gathering is the encouragement it gives, not just to me, but to all of the participants, some who have played a part in this program from the beginning....Words are inadequate to express how much I appreciate all that you've done, and I speak for 162,000 people [Fulbright alumni] who express their gratitude to those of you who have made this program function."

Other 40th Anniversary Events

The year 1986 saw a number of other events recognizing the Fulbright Program take place throughout the United States. The Council for International Exchange of Scholars held a small reception in Washington, and, through its metropolitan coordinators, similar events were organized from Boston to San Francisco. The Institute of International Education also held anniversary celebrations at its New York headquarters and around the country. The Fulbright Institute of International Relations at the University of Arkansas sponsored a special two-day symposium in September commemorating the anniversary, at which Senator Richard Lugar, then chairman of the Senate Foreign Relations Committee, delivered an address. And the Fulbright Alumni Association honored Senator Fulbright at a luncheon at the Art Institute of Chicago, held in connection with its ninth annual meeting in October. Hanna H. Gray, president of the



BFS Chairman James Meriwether addresses the opening session of the 40th Anniversary conference in Washington. At the table are USIA Deputy Director Marvin Stone, Woodrow Wilson Center director James Billington, and USIA Associate Director Mark Blitz.

SUMMARY OF OTHER MAJOR ACTIVITIES OF THE BOARD OF FOREIGN SCHOLARSHIPS

University of Chicago, also addressed the gathering, recalling her Fulbright years to England in 1950-52.

The Board was particularly gratified by the anniversary celebrations planned overseas by USIS posts and binational commissions, particularly since the 40th anniversary did not always coincide with a significant anniversary of the local Fulbright agreement signing. A number of posts held receptions at which current and past Fulbright grantees and commission board members mingled with guests from government and academic. In Peru, for example, two current American Fulbrighters played a small concert before 130 special guests, who then toasted the 30 living board members of past and present commissions in attendance.

The acceptance rate on invitations to the reception, noted the post, was "phenomenal," a tribute to the prestige of the Fulbright Program in Peru." In Kenya, a combined reception and ceremony marked the official launching of the Kenya Fulbright Alumni Association, which will aim to register all 388 known Kenyan Fulbrighters plus those Americans who have been Fulbright grantees in Kenya.

Alumni were an integral part of other celebrations. In Italy, the Italian Fulbright alumni held a 40th anniversary conference at the University of Siena, at which 1985 Nobel Prize-winning economist Franco Modigliani, an American Fulbrighter who had studied in Italy in 1955, delivered the closing address. A report on a wide-ranging survey of American and Liberian Fulbrighters was one focus of a commemorative conference sponsored by the binational commission in Liberia; another focus was the concurrent visit of Distinguished Anniversary Fellow Maya Angelou, poet and novelist.

In Austria, the USIS post, with a grant from the binational commission, supported a conference on educational exchange as part of its 40th anniversary celebrations. In addition to leaders of 39 American organizations with exchanges programs in Austria, the conference was attended by Austrian exchange program leaders and government officials. "The spirit of the Fulbright Program was clearly a model for all," reported the post, "and former and current Fulbrighters were in evidence everywhere." The binational commission in France cosponsored a two-day colloquium that celebrated both the Fulbright anniversary and the bicentenary of the U.S. Constitution. Entitled "The Time of the Constitutions: 1787-1795," the colloquium featured Fulbright grantees and commission board members and presented a vivid reminder of the intellectual ties and reciprocal influences between the two countries.

In the Netherlands, a high-level ceremony was held on Dutch-American Friendship Day (the anniversary of the establishment of diplomatic relations between the two countries in 1782). There Senator Fulbright addressed a distinguished audience of 400 that included Queen Beatrix. Later in the year, Senator Fulbright travelled to the United Kingdom for two days of anniversary celebrations, culminating in a ceremony before 880 invited guests at London's Guildhall, at which Alistair Cooke delivered a 40th anniversary address.

Anniversary Projects

The Board is pleased to note several projects undertaken in 1986 which may serve to bring the accomplishments of the

Fulbright Program to the attention of a wider public, even beyond the anniversary year.

The J.W. Fulbright College of Arts and Sciences of the University of Arkansas, with partial funding from USIA, produced a 30-minute documentary film entitled "The Fulbright Experience." The film, the work of Channing/Wise Productions, an independent filmmaking company, is a moving tribute to Senator Fulbright and to the ideal of international understanding through educational exchange. Historical footage is interspersed with interviews of Senator Fulbright, senior Fulbright Program administrators and most extensively—Fulbright grantees themselves, past and current, foreign and American.

The May 1987 issue of *The Annals of the American Academy of Political and Social Science* is completely devoted to "The Fulbright Experience and Academic Exchanges," including 17 articles by educators and program administrators and a preface by Senator Fulbright. BFS member Nathan Glazer acted as guest editor of the issue, which addresses such topics as the legislative history of the Fulbright Act, the role academic exchange plays in the founding of Third World universities, and issues specific to certain countries or regions.

USIA's satellite television network, WORLDNET, which has daily service to Europe and to some Latin American countries, presented a series of teleconferences between American cultural leaders and their counterparts overseas in commemoration of the 40th anniversary. As conceived by Marc Pachter, historian of the National Portrait Gallery and senior cultural advisor to USIA, the series celebrated the spirit of the Fulbright Program by highlighting the internationalization of American culture—the growth of the impact of American culture overseas, but also the reception of foreign influences in the United States. Thus J. Carter Brown, director of the National Gallery, was able to discuss increasing worldwide interconnections among museum collections, exhibitions and staff with curators, gallery owners and art historians from France, Italy, Great Britain, Sweden and West Germany. Peter Sellars, an innovative young American theater director, held a "lively, candid and humorous" conversation (in the words of USIS Oslo) with actors, playwrights, theater critics and directors. The series also featured American studies scholar Daniel Aaron, author Joyce Carol Oates, University of California president David Gardner, and New York theater producer Joseph Papp, who discussed his Latin American Theater festival with counterparts in South America. The series became a model for cultural programming via WORLDNET interactive programs, heretofore used for press conferences between U.S. policymakers and foreign journalists.

One more USIA project deserves mention. The Exhibits Service put together a compact, 12-poster exhibit on 40 years of the Fulbright Program, for display by posts and commissions. Along with current and historical photographs, it features anecdotes about recent Fulbright scholars and quotations from Senator Fulbright and several prominent American former grantees.

The Board of Foreign Scholarships extends its thanks and appreciation to the hundreds of people, in the United States and abroad, who worked on all of the above activities and made the 40th anniversary the success that it was.

eventual placement of 154 Central American undergraduate students at 12 U.S. educational institutions, beginning in January 1986. No new students were selected for academic year 1986-87, pending Congressional evaluation of the program.

ACCEPTED the final report of the Board's *ad hoc* subcommittee on cooperating agencies. Appointed in the fall of 1984 to review the relationships between USIA, BFS, and the cooperating agencies, the subcommittee concluded in May 1986 that these agencies in general function well and that creation of alternate bodies would not be feasible except at great cost. It recommended that the Board meet annually with USIA staff to review the highlights and problems in relationships with cooperating agencies.

ENDORSED a recommendation of the Conference Board of Associated Research Councils to transfer administrative responsibility for the Council for International Exchange of Scholars from the American Council on Education to the American Council of Learned Societies.

HELD a Board retreat in September 1986 in Airlie,

Virginia, to allow for unstructured discussion of long-range

concerns of the Fulbright Program. Dr. Mark Blitz, USIA Associate Director for Educational and Cultural Affairs, also participated.

RE-ELECTED James B. Meriwether and Richard A. Ware as Board Chairman and Vice Chairman respectively, in September 1985 and again in December 1986.

SENT the following members on travel overseas: Brigitte Berger, a member of the Near East/South Asia subcommittee, met with Fulbright grantees and administrators in Nepal, India and Egypt in January 1986.

Chairman James B. Meriwether represented the Board at a conference of European binational commission directors held in Lisbon, Portugal, in May 1986, a meeting also attended by Staff Director Ralph Vogel. Dr. Meriwether also represented the Board at a meeting of the Council of European Rectors held in southern Italy in November 1986.

Several other Board members travelled overseas on private business during 1985 and 1986, and combined this with Board business where possible.

his 40th anniversary report, together with the following summary of the Board's other activities in 1985-86, constitutes the Board's 23rd annual report to Congress and the public, as required under the Mutual Educational and Cultural Exchange Act of 1961.

Since its last report, the Board has taken the following major actions:

SELECTED approximately 9363 individuals for new grants for the academic years 1985-86 and 1986-87, involving exchanges with 135 countries.

EXAMINED and passed upon annual program plans proposed by 42 binational commissions and nearly 120 USIS posts worldwide.

APPROVED the selection of 293 Hubert H. Humphrey Fellows, 151 in 1985 and 142 in 1986.

WELCOMED two new Board members appointed by President Reagan in 1986: Peter M. Dawkins, managing director for business development at Shearson Lehman Brothers, New York City; and James R. Whelan, then managing director, CBN News, Washington, D.C. Mr. Dawkins's appointment filled a vacancy created by the resignation, due to ill health, of Milorad Drachkovich; Mr. Whelan succeeded Marvin G. Kefler, whose term had expired.

In August 1986, President Reagan accepted the resignation of John Wilson of Hillsdale College, Michigan.

PRESENTED its Distinguished Service Award in

December 1985 to Richard Hopwood, recently retired

executive director of the binational commission in

Morocco, for 30 years of service to Fulbright commissions in

Greece, Iran, Egypt, Nepal, Pakistan, and Morocco.

ADOPTED a proposal to collaborate with the Fulbright College of Arts and Sciences of the University of Arkansas on

two projects: to add the Board's permanent records and

documents on the Fulbright Program to the archival papers

at Fulbright College; and to assist the College in

developing a data bank of international alumni of the

Program.

REVIEWED and approved recommendations

concerning the new CAMPUS program, which resulted in the

September 1985-December 1986

27

an open platform for social media engagement, training, and learning. It also provides a space for users to share their experiences and connect with others who have similar interests.

Total	University	Advanced	Undergrad	Researched	Teaching or seminars	H. Humanities	H. Sciences	Total
31	Angola	-	-	-	-	-	-	-
32	Burkina Faso	-	-	-	-	-	-	-
33	Cameroun	-	-	-	-	-	-	-
34	Cameroon	10	10	10	10	10	10	10
35	Central Africn Rep.	-	-	-	-	-	-	-
36	Chad	-	-	-	-	-	-	-
37	Congo	-	-	-	-	-	-	-
38	Djibouti	-	-	-	-	-	-	-
39	Ethiopia	-	-	-	-	-	-	-
40	Gabon	-	-	-	-	-	-	-
41	The Gambia	-	-	-	-	-	-	-
42	Ghana	-	-	-	-	-	-	-
43	Ivory Coast	-	-	-	-	-	-	-
44	Kenya	-	-	-	-	-	-	-
45	Liberia	-	-	-	-	-	-	-
46	Madagascar	-	-	-	-	-	-	-
47	Mali	-	-	-	-	-	-	-
48	Mauritania	-	-	-	-	-	-	-
49	Mauritius	-	-	-	-	-	-	-
50	Mozambique	-	-	-	-	-	-	-
51	Namibia	-	-	-	-	-	-	-
52	Niger	-	-	-	-	-	-	-
53	Nigeria	-	-	-	-	-	-	-
54	Rwanda	-	-	-	-	-	-	-
55	Senegal	-	-	-	-	-	-	-
56	Seychelles	-	-	-	-	-	-	-
57	Sierra Leone	-	-	-	-	-	-	-
58	Togo	-	-	-	-	-	-	-
59	Tanzania	-	-	-	-	-	-	-
60	Uganda	-	-	-	-	-	-	-
61	Zaire	-	-	-	-	-	-	-
62	Zambia	-	-	-	-	-	-	-
63	Zimbabwe	-	-	-	-	-	-	-
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120	Zimbabwe	-	-	-	-	-	-	-
121	Zimbabwe	-	-	-	-	-	-	-
122	Zimbabwe	-	-	-	-	-	-	-
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134	Zimbabwe	-	-	-	-	-	-	-
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253	Zimbabwe	-	-	-	-	-	-	-
254	Zimbabwe	-	-	-	-	-	-	-
255	Zimbabwe	-	-	-	-	-	-	-
256	Zimbabwe	-	-	-	-	-	-	-
257	Zimbabwe	-	-	-	-	-	-	-
258	Zimbabwe	-						

Grants to Foreign Nationals 1949-86

Grants to Foreign Nationals 1985-86

AMERICAN REPUBLICS

In our pilot program by using the categories, participants experience and learning relates to a specific program for social workers combining university classes and practical work experience.

Grants to U.S. Citizens 1949-86 Grants to Foreign Nationals 1949-86

- The South America Today program sends Latin Americans on short term, multiculturally group trips to countries in the region which they are not familiar with. Countries included in 1985-86 were Argentina, Bolivia, Brazil, Colombia, Ecuador, Peru, Uruguay, and Venezuela.

EAST ASIA AND PACIFIC

All data provided by USL. The category "Practical Experience and Training" refers to a special program for social workers combining university classes and practical work experience.

Grants to Foreign Nationals 1985-86

NEAR EAST AND SOUTH ASIA

All data provided by USAI. The category "Practical Experience and Training" refers to a special program for social workers combining university classes and practical work experience.

University	Study	Advanced Research	Teaching or Seminars	Lectures	Universities	seminars	lectures	Practical experience	H. Hunter	Total
Afghanistan	17	-	7	55	79	183	183	15	15	309
Algeria	3	-	25	29	58	83	83	10	10	309
Bahrain	107	1	-	6	7	7	7	-	1	107
Bangladesh	5	1	-	-	4	-	-	-	1	11
Bhutan	90	-	-	-	12	12	12	-	21	90
Egypt	73	53	6	259	381	589	589	73	73	827
Gaza	414	168	679	1812	1812	299	299	-	-	1
India	551	1	10	196	293	197	197	191	191	3274
Iraq	85	13	10	106	162	144	144	166	166	1368
Jordan	57	7	3	139	251	34	34	36	36	314
Kuwait	23	-	-	68	69	101	101	4	4	509
Lebanon	1	1	4	54	54	1	1	-	-	473
Libya	160	-	28	25	3	10	10	12	12	160
Morocco	7	4	48	48	32	91	91	21	21	26
Nepal	14	14	8	4	3	51	51	26	26	307
Oman	29	-	-	256	266	3	3	21	21	156
Pakistan	29	-	-	110	110	1	1	1	1	1029
Saudi Arabia	50	50	8	12	13	70	70	11	11	169
Sudan	398	-	-	167	167	1	1	1	1	88
Tunisia	1	1	4	4	17	17	17	2	2	141
United Arab Emirates	135	-	-	44	22	17	17	2	2	10
Yemen	92	-	-	115	115	115	115	12	12	135
Yemen Arab Rep.	96	-	-	37	2	2	2	-	-	10
West Bank	10	1	1	8	8	8	8	5	5	10
Multinational	1	1	-	91	91	91	91	-	-	1
Total	895	1	1	35	35	1	1	-	-	11170

Grants to U.S. Citizens 1949-86 Grants to Foreign Nationals 1949-86

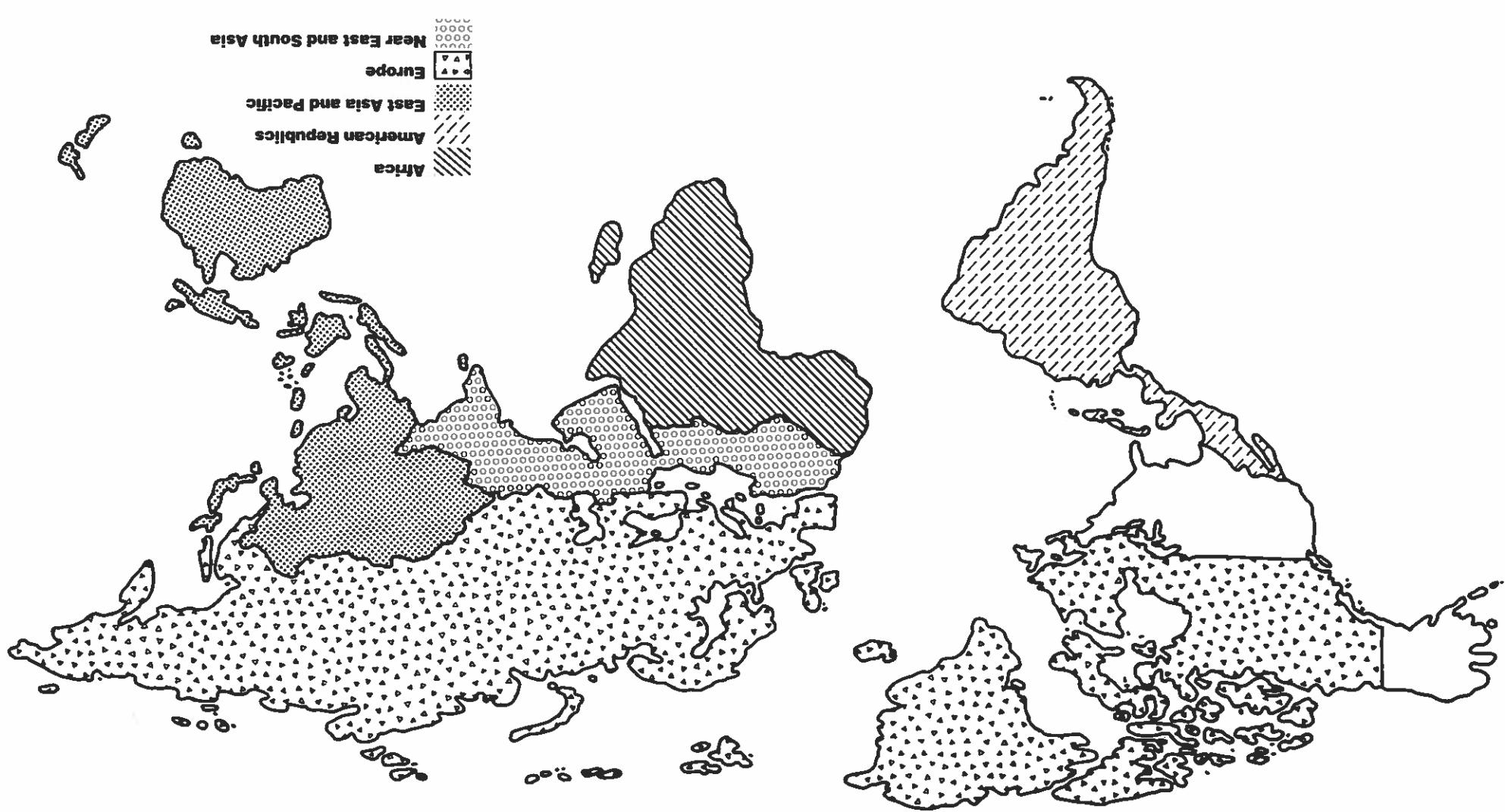
- Under the Islamic Civilization program, multicountry awards are offered for research on some aspect of society or science in one or more Muslim countries or in countries with substantial Muslim populations. Countries included in 1985-86 were Algeria, Bangladesh, Egypt, France, Gulf States, Iraq, Israel, Jordan, Mauritius, Mali, Morocco, Pakistan, Tunisia, Turkey, and Yemen.

Grants to Foreign Nationals 1985-86

NEAR EAST AND SOUTH ASIA

Department of Education

AFRICA



EAST ASIA AND PACIFIC

Data provided by the Department of Education. All 1986-87 academic year figures are totals for grants of funds disbursed through 7/30/85 for the 1985-86 fiscal year. Figures in parentheses indicate the number of group projects and seminars funded.

Department of Education

EAST ASIA AND PACIFIC

Department of Education

All 1985 figures are for grants or awards obligated through 9/30/85 for the 1985-86 academic year; all 1986 figures, through 9/30/86 for the 1986-87 academic year. Data provided by the Department of Education.

Figures in parentheses indicate the number of group projects and seminars funded.

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AMERICAN REPUBLICS

NEAR EAST AND SOUTH ASIA

All 1985 figures are for grants or funds obligated through 9/30/86 for the 1985-86 academic year; all 1986 figures, through 9/30/86 for the 1986-87 academic year. Data provided by the Department of Education.

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Department of Education

NEAR EAST AND SOUTH ASIA

All 1985 figures are for grants or funds disbursed through 9/30/85 for the 1985-86 academic year; all 1986 figures, through 9/30/86 for the 1986-87 academic year. Data provided by the Department of Education.

Figures in parentheses indicate the number of group projects and semilarns funded.

Department of Education

EUROPE